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CLEVELAND PUBLIC SCHOOLS
ELEMENTARY SCHOOLS

ASSIGNMENT OF WORK
TIME SCHEDULE
SUGGESTIVE PROGRAMS
FOR
1912-1913

HARRIET L. KEELER
SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION
CLEVELAND, OHIO
1912.

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BOARD OF EDUCATION
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1912.

ANNE D'ARDOUIN
ESTATE OF MARY

20 Dec. '20.
1912 W.

Time Schedule—1912-1913

	I				II				III				IV				V				VI				VII				Total Minutes per Week	Per Cent of Total Time
	Eng.	G.																												
Opening Exercises	50	50	50	50	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	2700	24.77		
Reading	500	500	440	440	310	150	255	175	215	175	240	120	240	120	240	120	240	120	240	120	240	120	240	120	240	120	240	2700	24.77	
Spelling	75	100	125	100	100	100	80	80	75	75	75	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	705	6.46		
Grammar																												320	2.93	
Language, Composition	125	150	125	165	125	190	190	190	110	190	110	40	40	110	110	110	40	110	110	110	110	110	110	110	110	110	1025	9.40		
German	75	100	100	100	100	90	90	90	75	75	75	50	50	75	75	75	50	75	75	75	75	75	75	75	75	75	665	6.10		
Writing	60	215	225	240	240	225	225	225	245	245	245	225	225	225	225	225	225	225	225	225	225	225	225	225	225	225	1685	15.45		
Arithmetic																												460	4.22	
History																												135	135	
Geography																												90	90	
Music	75	85	85	85	85	85	85	85	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	650	5.96		
Drawing	75	75	75	75	75	75	75	75	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	660	6.05		
Manual Training	50	50	50	50	50	50	50	50	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	100	520		
Physiology—Hygiene	15	15	15	15	15	15	15	15	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	180	1.65	
Physical Training	100	85	60	60	60	60	60	60	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	545	5.00		
Recess																												75	75	

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a—Two (40) forty-minute periods per week to supplementary reading. d—One (22) twenty-two minute period per week to composition.
 b—One (40) forty-minute period per week to supplementary reading. e—One (40) forty-minute period per week to composition.
 c—Three (40) forty-minute periods per week to supplementary reading. f—Manual training time deducted from the several studies pro rata.

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PROMOTION

Classification.—Classification of pupils is made at the end of each nineteen weeks. This grading is just to pupils since they have opportunity to be grouped in B or A divisions of a grade.

Method of Grading.—The method of grading combines daily efficiency with efficiency in examinations. The teacher's estimate is valued two-thirds and results of examinations one-third. This method is rendered still more equitable to the pupil, through making each subject share the same responsibility in determining promotion as it shares in the daily time schedule.

Size of Divisions.—Principals are directed not to create divisions B or A with a less number than fifteen pupils. No more than two divisions are to be assigned to a room.

Adaptation of Instruction.—When two divisions are assigned to a room, there are separate classes in arithmetic and reading in all grades; in grammar in grades VII and VIII; in geography in grades IV, V and VI; in history in grades VII and VIII. In all other grades the two divisions in these studies are combined. All pupils in language, spelling, German, music, drawing, physical training, and physiology are taught in one class. In this way the old type of double grade is abolished.

Assignment of Work.—B divisions invariably take the B assignment, A divisions the A assignment. Since promotion rests upon the teacher's estimate together with examinations, teachers will not follow assignments slavishly.

SUGGESTIVE PROGRAMS

FOR

1912-13

KINDERGARTEN

A. M.		P. M.
8:30-8:55	Opening Circle	1:00-1:25
8:55-9:10	March	1:25-1:40
9:10-9:35	Gift	1:40-2:05
9:35-9:55	Games	2:05-2:25
9:55-10:20	Occupation	2:25-2:50
10:20-10:30	Goodbye Circle	2:50-3:00

FIRST GRADE—DIVISIONS

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	10	10	10	10	10
	Conduct and Morals...					
8:40	Language	7	7	7	7	7
8:47	Reading	15	15	15	15	15
9:02	Writing	15	15	15	15	15
9:17	Reading	15	15	15	15	15
9:32	Physical Exercises and Games	8	8	8	8	8
9:40	Reading	15	15	15	15	15
	Word Study or .....	..	15	15	15	..
9:55	Physiology or .....	..	..	..	..	15
	Group Work*	15	20	..	20	..
10:10	Number Work	20	..	20	..	20
10:30	Dismissal.					

*Fifty minutes of this time is taken from Reading time and 5 from spelling time.

P. M.

1:00	Language	18	18	18	18	18
1:18	Reading	15	15	15	15	15
1:33	Music	15	15	15	15	15
1:48	Reading	15	15	15	15	15
2:03	Games	12	12	12	12	12
2:15	Vocal Drill*	5	5	5	5	5
2:20	Reading	15	15	15	15	15
2:35	Drawing and Manual Training	25	25	25	25	25
3:00	Dismissal.					

*The Vocal Drill Work is taken from the Spelling time.

I GRADE-DIVISIONS

Three-Fourths Day School

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises					
	Conduct and Morals...	10	10	10	10	10
8:40	Word Study and Vocal Drill .....	..	15	15	15	15
	Physiology	15	..	..	..	..
8:55	Reading	22	22	22	22	22
9:07	Music	12	12	12	12	12
9:29	Reading	22	22	22	22	22
9:51	Games	12	12	12	12	12
10:03	Language	18	18	18	18	18
10:21	Writing	12	12	12	12	12
10:33	Reading	22	22	22	22	22
10:55	Number and Group Work	18	18	18	18	18
11:13	Manual Training and Drawing	17	17	17	17	17

II-I GRADE—DIVISIONS

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	10	10	10	10	10
8:40	Phonics	10	10	10	10	10
8:50	Reading	43	43	43	43	43
9:33	Physical Exercises	10	10	10	10	10
9:43	Writing	17	17	17	17	17
10:00	Arithmetic	15	15	15	15	15

Recess

10:30	Arithmetic	20	20	20	20	20
10:50	Spelling	17	17	17	17	17
11:07	Reading	23	23	23	23	23

P. M.

1:00	Language	28	28	28	28	28
1:28	Music	16	16	16	16	16
1:44	Games	8	8	8	8	8
1:52	Reading	28	43	43	43	43
2:20	Physiology	15	..	..	..	..
2:35	Drawing	25	25	25	25	25

II GRADE—DIVISIONS

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	10	10	10	10	10
8:40	Arithmetic	43	43	43	43	43
9:23	Physical Exercises	10	10	10	10	10
9:33	Spelling	10	10	10	10	10
9:43	Phonics	5	5	5	5	5
9:48	Reading	27	27	27	27	27

Recess

10:30	Reading	35	35	35	35	35
11:05	Drawing	25	25	25	25	25

P. M.

1:00	Writing	20	20	20	20	20
1:20	Spelling	10	10	10	10	10
1:30	Language	18	33	33	33	33
1:48	Physiology	15	..	..	..	..
2:03	Games	7	7	7	7	7
2:10	Music	17	17	17	17	17
2:27	Reading	33	33	33	33	33

II GRADE-DIVISIONS

Part Time School

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	7	7	7	7	7
8:37	Arithmetic	30	30	30	30	30
9:07	Spelling	14	14	14	14	14
9:21	Physical Exercises	10	10	10	10	10
9:31	Phonics	5	5	5	5	5
9:36	Reading	44	44	44	44	44
10:20	Recess					
10:30	Language	20	20	20	20	20
10:50	Writing	15	15	15	15	15
11:05	Music	15	15	20	20	..
11:05	Physiology .....	..	..	..	..	15
11:20	Reading .....	..	40	..	35	40
11:20	Drawing	40	..	35	..	..

II-III GRADE—DIVISIONS

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	10	10	10	10	10
8:40	Arithmetic	44	44	44	44	44
9:24	Physical Exercises	12	12	12	12	12
9:36	Spelling	15	15	15	15	15
9:51	Phonics	5	5	5	5	5
9:56	Reading	19	19	19	19	19
Recess						
10:30	Reading	35	35	20	10	10
	History .....	..	..	..	20	..
	Geography .....	..	..	..	..	25
	Physiology .....	..	..	15	..	..
11:05	Drawing	25	25	25	25	25
P. M.						
1:00	Language	28	28	28	28	28
1:28	Music	17	17	17	17	17
1:45	Spelling	7	7	7	7	7
1:52	Writing	20	20	20	20	20
2:12	Reading	48	48	48	48	48

III GRADE—DIVISIONS

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	10	10	10	10	10
8:40	Phonics	10	10	10	10	10
8:50	Reading	25	25	25	25	25
9:15	Physical Training	12	12	12	12	12
9:27	Language	28	28	28	28	13
9:40	Physiology .....	..	..	..	..	15
9:55	Writing	20	20	20	20	20
Recess						
10:30	Arithmetic	45	45	45	45	45
11:15	Spelling	15	15	15	15	15
P. M.						
1:00	History and Geography.	15	15	15	15	15
1:15	Spelling	10	10	10	10	10
1:25	Reading	26	26	26	26	26
1:51	Music	17	17	17	17	17
2:08	Reading	27	27	27	27	27
2:35	Drawing	25	25	25	25	25

III AND IV GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	45	45	45	45	45
9:20	Physical Exercises	12	12	12	12	12
9:32	Reading	26	26	26	26	26
9:58	Music	17	17	17	17	17
	Recess					
10:30	Language	26	26	26	26	26
10:56	Spelling	14	14	14	14	14
11:12	Writing	20	20	20	20	20
	P. M.					
1:00	Geography	25	25	45	45	20
1:30	History	20	20	..	..	..
	Reading .....	..	..	..	..	20
	Physiology .....	..	..	..	..	15
1:45	Write Spelling	10	10	10	10	..
1:55	Drawing	25	25	25	25	25
2:20	German (IV)	40	40	40	40	40
	Reading (III)	25	25	25	25	25
	Language (III)	15	15	15	15	15

IV GRADE-DIVISIONS—ENGLISH

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	48	48	48	48	48
9:23	Physical Exercises	12	12	12	12	12
9:35	Spelling	20	20	20	20	20
9:55	Writing	20	20	20	20	20
	Recess					
10:30	Reading	24	24	24	24	24
10:54	Language	36	36	36	36	21
11:15	Physiology .....	..	..	..	..	15
	P. M.					
1:00	Geography and History.	40	40	40	40	40
1:40	Music	17	17	17	17	17
1:57	Reading	38	38	38	38	38
2:35	Drawing	25	25	25	25	25

IV AND V GRADE-DIVISIONS—ENGLISH

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	48	48	48	48	48
9:23	Physical Exercises	12	12	12	12	12
9:35	Music	16	16	16	16	16
9:41	Reading	24	24	24	24	24
Recess						
10:30	Language	20	20	20	40	..
10:50	Drawing ....	..	40	40	..	..
10:50	History	40	..	..	..	..
11:10	Physiology ....	..	..	..	20	..
10:30	Manual Training ....	..	..	..	..	60
P. M.						
1:00	Geography	36	36	36	36	36
1:36	Language	16	16	16	16	16
1:52	Spelling	16	16	16	16	16
2:08	Writing	19	19	19	19	19
2:27	Reading	33	33	33	33	33

IV GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	48	48	48	48	48
9:23	Physical Exercises	12	12	12	12	12
9:35	Spelling	20	20	20	20	20
9:55	Writing	20	20	20	20	20
Recess						
10:30	Reading	32	32	32	32	32
11:02	Language	28	28	28	28	13
11:15	Music ....	..	..	..	..	10
	Physiology ....	..	..	..	..	15
P. M.						
1:00	Geography and History.	40	40	40	40	40
1:40	German	40	40	40	40	40
	Reading	25	25	25	25	25
	Language Eng. (IV)...	15	15	15	15	15
2:20	Drawing	25	25	25	25	25
2:45	Music	15	15	15	15	15

IV-V GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	45	45	45	45	45
9:20	Physical Exercises	12	12	12	12	12
9:32	Spelling	18	18	18	18	18
9:50	Language	25	25	25	25	25
	Recess					
10:30	Manual Training .....	..	..	..	..	60
10:30	Reading	40	40	40	40	..
11:10	Music	20	20	20	20	..
11:10	History .....	..	..	..	..	20
	P. M.					
1:00	Geography	45	45	45	45	..
1:00	Composition .....	..	..	..	..	40
1:45	Drawing	35	..	35	..	..
1:45	Writing .....	..	35	..	35	25
2:05	Physiology .....	..	..	..	..	15
2:20	German (V)	40	40	40	40	40
	Reading (IV)	25	25	25	25	25
	Language	15	15	15	15	15

V GRADE-DIVISIONS—ENGLISH

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	45	45	45	45	45
9:20	Physical Exercises	12	12	12	12	12
9:32	Writing	18	18	18	18	18
9:50	Language	25	25	25	25	25
	Recess					
10:30	Reading	30	20	15	15	..
10:45	Drawing .....	..	..	45	45	..
10:50	History .....	..	40	..	..	..
11:00	Physiology	30	..	..	..	..
10:30	Manual Training ....	..	..	..	..	60
	P. M.					
1:00	Geography	40	40	40	40	40
1:40	Language	13	13	13	13	13
1:53	Spelling	16	16	16	16	16
2:09	Reading	35	35	35	35	35
2:44	Music	16	16	16	16	16

V GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	45	45	45	45	45
9:20	Physical Exercises	12	12	12	12	12
9:32	Spelling	16	16	16	16	16
9:48	Reading	27	27	27	27	27
Recess						
10:30	Manual Training ....	..	..	..	..	60
10:30	Drawing	45	..	45	..	..
11:15	Music	15	20	15	30	..
11:00	Physiology ....	..	..	..	30	..
11:00	Reading ....	..	40	..	..	..
P. M.						
1:00	Geography	40	40	40	40	40
1:40	Writing	18	18	18	18	18
1:58	Language	22	22	22	22	22
2:20	German	40	40	40	40	40
	Reading	40	..	40	..	..
	Composition ....	..	40	..	40	..
	History ....	..	..	..	..	40

V AND VI GRADE-DIVISIONS—ENGLISH

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	47	47	47	47	47
9:22	Physical Exercises	12	12	12	12	12
9:34	Spelling	15	15	15	15	15
9:49	Reading	26	26	26	26	26
Recess						
10:30	Language	15	..	15	25	..
10:30	Physiology ....	..	30	..	..	..
10:34	Drawing	45	..	45	..	..
11:00	History ....	..	30	..	30	..
10:30	Manual Training ....	..	..	..	..	60
P. M.						
1:00	Geography	40	40	40	40	40
1:40	Music	16	16	16	16	16
1:56	Composition	27	27	27	27	..
	Language ....	..	..	..	..	27
2:23	Reading	21	21	21	21	21
2:44	Writing	16	16	16	16	16

V AND VI GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	German (VI)	40	40	40	40	40
8:35	English (V) ....	..	..	..	..	..
	Reading	40	40	..	..	..
	Composition ....	..	..	40	40	..
	History ....	..	..	..	..	40
9:15	Physical Exercises	12	12	12	12	12
9:27	Arithmetic	48	48	48	48	48
	Recess					
10:30	Language	15	15	10	30	..
10:45	Music	15	15	20	30	..
11:00	Drawing	30	30	30	..	..
10:30	Manual Training ....	..	..	..	..	60
	P. M.					
1:00	Geography	40	40	40	40	40
1:40	Spelling	20	20	20	20	..
2:00	Writing	20	20	20	20	..
2:20	Composition ....	..	..	..	..	40
2:20	Reading	40	40	40	40	10

VI GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	German	40	40	40	40	40
	Reading	40	..	..	..	..
	Language, English Class	..	40	40	..	..
	History ....	..	..	..	40	40
9:15	Physical Exercises	11	11	11	11	11
9:26	Arithmetic	49	49	49	49	49
	Recess					
10:30	Composition ....	..	40	..	..	..
10:30	Drawing	45	..	45	..	..
10:30	Physiology ....	..	..	..	30	..
11:15	Music	15	20	15	30	..
10:30	Manual Training ....	..	..	..	..	60
	P. M.					
1:00	Geography	40	40	40	40	40
1:40	Language	15	15	15	15	15
1:55	Spelling	15	15	15	15	15
2:10	Writing	15	15	15	15	15
2:25	Reading	35	35	35	35	35

VI AND VII GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	5
8:35	Arithmetic	46	46	46	46	46
9:21	Physical Exercises	12	12	12	12	12
9:33	Grammar and Language	27	27	27	27	27
10:00	Spelling	15	15	15	15	15
	Recess					
10:30	Geography	30	30	30	45	45
11:00	Drawing	30	30	30	..	..
11:15	Physiology .....	..	..	..	15	15
	P. M.					
1:00	Manual Training (VII)	..	..	..	..	100
	Manual Training (VI)	..	..	..	..	60
	German	40	40	40	40	..
	Reading	40	..	20	20	..
	Language .....	..	40	..	..	..
	History .....	..	..	20	20	..
1:40	History	30	30	30	30	..
2:10	Music	15	15	15	15	15
2:25	Reading	20	20	20	20	20
2:45	Writing	15	15	15	15	15

VII GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises....	5	5	5	5	5
8:35	Arithmetic	45	45	45	45	45
9:20	Geography	18	18	18	18	18
9:38	Physical Exercises	12	12	12	12	12
9:50	Drawing	25	25	..	..	..
	Writing .....	..	..	25	25	25
	Recess					
10:30	Grammar	30	30	30	30	40
11:00	Reading	30	30	30	30	..
11:10	Music .....	..	..	..	..	20
	P. M.					
1:00	History	35	35	..	35	30
1:35	Spelling	5	5	..	5	10
1:40	German	40	40	..	40	40
	English					
2:20	Spelling	10	15	..	10	10
2:30	Music	30	25	..	..	..
2:30	Drawing .....	..	..	..	30	..
2:30	Physiology .....	..	..	..	..	30
	Manual Training .....	..	..	120	..	..

Note—The twenty minutes lost for Manual Training are taken, five from spelling, five from music and ten from drawing.

VIII AND VII GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises	5	5	5	5	..
8:35	Grammar	40	40	40	40	..
9:15	Spelling	5	5	5	5	..
9:20	Physical Exercises	15	15	15	15	..
9:35	German	40	40	40	40	..
8:30	Manual Training .....	..	..	..	..	120
	Recess					
10:30	Spelling	10	10	10	10	10
10:40	Arithmetic	50	50	50	50	50
	P. M.					
1:00	History	45	..	45	..	45
1:00	Geography .....	..	45	..	45	..
1:45	Music	20	20	..	20	20
2:05	Writing	25	25	..	..	..
	Drawing .....	..	..	30	30	30
2:30	Reading .....	..	30	45	25	25
	Physiology	30	..	..	..	..

Note—Five minutes lost from spelling Wednesday A. M. are added to the reading Wednesday P. M.

VIII GRADE-DIVISIONS—GERMAN

A. M.

Time	Recitations	Mon.	Tues.	Wed.	Thurs.	Fri.
8:30	Opening Exercises.....	5	5	..	5	5
8:35	Grammar	40	40	..	40	40
9:15	Spelling	5	5	..	5	5
9:20	Physical Exercises	15	15	..	15	15
9:35	German	40	40	..	40	40
	English					
	Manual Training .....	..	..	120	..	..
	Recess					
10:30	Spelling	10	10	10	10	10
10:40	Arithmetic	50	50	50	50	50
	P. M.					
1:00	History	27	27	27	27	27
1:27	Geography	18	18	18	18	18
1:45	Music	20	20	..	20	20
2:05	Writing	25	25	..	..	..
	Drawing .....	..	..	30	30	30
2:30	Reading .....	..	30	45	25	25
	Physiology	30	..	..	..	..

Note—Five minutes lost from spelling Wednesday A. M. are added to the reading Wednesday P. M.

ASSIGNMENT OF WORK

FOR
1912-13

The following is an assignment of work and not a course of study in the accepted sense of that term. The aim is to make definite the work of each subject in each grade. This outline, it will be observed, is flexible, making possible the adaptation of instruction to the varying needs of children. The assignment will, it is believed, make clear to teachers the field to be covered and relieve them of uncertainty with regard to what is to be attempted.

Very truly yours,

Harriet L. Keeler,
Superintendent of Schools.

KINDERGARTEN

LANGUAGE TRAINING

The Kindergarten Program includes the whole round of child life experiences both material and spiritual and as the chief medium of expression of this all-sided experience is Language, we assemble under this title these various types of experience and show forth their interaction in the process of development of the child as follows:

Subject Matter

1 THE SOCIAL ACTIVITIES OF HOME AND SCHOOL

- (a) As experienced in the actual life of the children
- (b) As reflected in stories of child life in History and Literature
- (c) As portrayed ideally by the Mother Play and other stories and poems adapted to this purpose
- (d) As expressed in the Games and Plays
- (e) As illustrated and expanded by the Gifts and Occupations

2 NATURE STUDY

- (a) Objectively, by means of seeds and seed pods, plants, flowers, leaves, animals, birds and insects
- (b) Concretely, through pictures, stories, poems, songs and games
- (c) Manually, by means of Sand Table exercises and other material representations
- (d) Illustrated by drawing and painting

Modes of Presentation**1 THE CIRCLE WORK**

- (a) The Morning Talk should be so organized as to accomplish a progressive development of the child's consciousness of the meaning and purpose of his daily experience and a gradual enlargement of his store of ideas and a widening of his horizon.

These conversations are to be based upon:

- (1) The family and home activities; pets and domestic animals, etc., and upon incidents in the community life of the neighborhood and school.
- (2) Such stories of other children in history and fiction as will serve to reflect and interpret the child's own life.
- (3) The Mother Play Stories designed to present the world-view to the child, portraying life in idealized form; and to implant ideals of conduct and set standards of motive and action from both the individual and social point of view.
- (4) Such of the topics in the Nature Study as touch the child's daily life and give opportunity for observational and conversational work. See outline for First Grade.

(b) **The Songs and Games**

- (1) Representative or symbolic songs and games: These should be organized along the same lines and be correlated with the subjects presented in the Morning Talks in order to illustrate them in more concrete experiences and thus make them more clear and definite and deepen the impression.
- (2) The physical activity and rhythmic games are designed to accomplish physical training and also to contribute to social development, and therefore should enter

into the organization of the program with this two-fold purpose in view.

2 TABLE WORK

(a) The Gifts may serve the double purpose, first of introducing and developing facts and laws of material life while symbolizing spiritual laws; and second, of giving expression, by means of "proscriptive, following and creative" exercises, to the ideas presented in the Circle Work.

This phase of the work must be carefully thought out and planned by the Kindergartner; no prescribed outline can be given, as the schools have differing conditions which call for varying applications.

(b) The Occupation Work should serve to illustrate topics selected from the whole range of activities. It affords the child his best opportunity for self-expression, and special emphasis should be placed on the creative work:

- (1) Illustrative drawing and painting:
Imitative; creative:
On blackboard and paper with crayons and brush; training in correct handling of crayon and brush; free movement.
- (2) Clay Work:
Illustrative: creative: representing familiar life forms mainly.
- (3) Paper cutting and tearing.
Illustrative: on outline: later free and creative.
- (4) Paper construction and mounting: simplest forms of folding, cutting and pasting to make familiar objects: mounting pictures, etc.
- (5) Sewing on perforated cardboard: for illustrative work mainly and with largest perforations.
- (6) Weaving:
Directed: original design; applied as decoration or as articles of use:
Preliminary exercises with substantial materials: weaving mats.
- (7) Various exercises complementary to Gift Work.

III Special Training Exercises

1 LANGUAGE TRAINING

Systematic progressive training in Language to be given

by means of special exercises as well as in the daily expression of the developing ideas of life and the ideals of conduct. These should be given in both Circle and Table Work and should be adapted to the particular class.

2 TRAINING IN CORRECT HABITS OF SPEECH

- (a) Train for power to articulate—to use the tongue, lips, palate, throat and to breathe correctly; wrong practice noted and corrected.
- (b) Training given daily in distinct enunciation and correct pronunciation.
 - (1) By means of conscious imitation of the teacher as model.
 - (2) By definite pronunciation and phonic exercises in form of games.

3 BUILDING A VOCABULARY

This should begin in the earliest days in school, especially during the Gift and Occupation work. Beginning with giving the children words for form, color, shape, size, motion, position, direction, etc., and with a distinct purpose of building a vocabulary, the teacher should teach the new words for the new ideas presented each day.

4 NUMBER SENSE TRAINING

By repeated experiences with number as an attribute of material things the children become awakened to the consciousness of the number element. This forms the beginning of the development and training of the number sense, which is incident to those exercises where number is a noticeable feature, as in Gift and Occupation Work, or where it naturally enters into consideration, as in the Games and Plays.

No formal training in number processes is to be given; nor in counting. But in the course of the year the children will come to recognize, through these many repeated occasions for use of this "experience-knowledge" such number facts as the grouping of 2's, 4's, 3's and 5's. They will begin to discern relative values of groups. They will begin to find smaller groups in the larger group and vice versa, and distinguish between even and uneven groups. They will, through need of using them in their work, learn the half and perhaps the fourth of the unit.

This entire work is for the definite purpose of the development of the number sense and no exact formulations nor any arithmetical processes are to be attempted.

5 TRAINING IN MUSIC:

The aim of the music work in this grade, is to cultivate the self-control of the child and to give him power to express himself through rhythm and melody.

Rhythm—This should be individual at first, followed by concerted work. Kindergarten procedure, which includes such exercises as the following, may be used for this work:

Marching regularly to music

Clapping, running, skipping on toes, and bending regularly to music

Make rhythmic movements with arms, head or feet in time to music

Use rhythmic games

Teacher tap, then children describe taps by saying, and then singing, loud, soft; or, loud, soft, soft and develop grouping.

Pitch—Children should learn to sing simple songs by imitation. The teacher should use her pitch-pipe in teaching these songs in the circle. If the piano is used, to assist in the work, teach the songs in such a way, that when learned the children may sing them independent of the piano. Choose short songs. Teach the following by means of games: The octave tones: the do chord, descending scale songs, such as

8 7 6 5 4 3 2 1

I hear the rain drops patter down.

Give music games for training to distinguish between loud and soft, high and low.

Pay particular attention to tone quality.

Monotones—The so-called monotone and children who have not found their pitch are helped most, by individual work. Working with these children is one of the problems of the kindergarten. A convenient way to organize for this is to divide the class into three divisions:—normal, those in the transition stage, and those which, for convenience, we call monotones; then work high and low do, whistle and imitate birds, etc., then advance the children from class to class as they improve. All this work may be done in the form of games.

CONDUCT AND MORALS**Kindergarten and First Grade**

Since the chief business of the school is character building the following fundamental ideals of the conduct of life should be early implanted; they should be the working basis of the life

of the school and reach out into the home, and into the social life of the community in so far as the child experiences it.

This development and training is sought to be accomplished by means of the many concrete examples occurring in the daily life of the children at school, at play and in the home; by song and games of ethical purpose and by incidents found in biography, history and fiction. In addition to these sources of exemplification, stories and poems must be given which embody, in more or less concrete form, spiritual and ethical ideas that thrill these young hearts and stir the emotions.

These are supplied for both the Kindergarten and the First Grades by the Mother Play and by the stories and poems in the lists compiled by the Primary Teachers.

Truthfulness in both word and deed—(Leading to sincerity and honesty).

Loving-kindness to all Living Creatures—Kindness to one another, care and protection of dumb animals: (Leading to sympathy, and through the sympathies to the exercises of unselfishness, up to self-denial and on to the heights of self-sacrifice).

Regard for the Property of Others—(Leading to conscious and self-determined honesty).

Regards for the Rights of Others—This is one of the first things that need to be impressed on the child when he enters the social group of the school.—(This leads ultimately to a sense of justice.)

Obedience to Parents and Teachers—(Looking towards respect for authority and abiding by law).

Conformity to School Regulations—The interests of the school as a community are involved and exemplified in the daily operation of the school; these interests should be emphasized by conversations on the necessity for such general regulations as come within the actual experience of the children; such as, tardy bells, recess bells, fire drill, marching out in lines, etc.

FIRST GRADE

READING

B Assignment

Blackboard reading lessons based on B Language lessons. Ability to read the first half of the basic First Readers. Selections from the Supplementary Readers to correlate with the Language Work.

Rhymes and Jingles and short poems which have been memorized used to aid in the sight reading.

Phonics—First six weeks, oral only, in form of sounding games. Children to be able to distinguish a word when sounded, also to sound words for others to distinguish.

Following this, children to be taught to "sound out" written or printed words in the short sounds of a, e, i, o, and u, the use of phonograms and blends to begin at once and be carried on throughout; phonics applied to the study of the reading lesson.

A Assignment

Blackboard lessons to follow the A Language Work.

Basic First Readers completed; ability to read with ease and fluency.

Selections from Supplementary Readers.

Rhymes, poems, etc., used as in the previous term.

Phonics continued and progressive word building exercises; ability to readily sound out words within the range of phonograms and blends taught; alphabet learned by rote.

WORD STUDY

Word Study exercises to be given throughout the year with the combined purposes of (1) building up a vocabulary for the reading, (2) building up a vocabulary demanded by the rapidly acquired power of written expression, (3) developing the child's power to acquire for himself new words, (4) memorizing written word-forms (spelling) as follows:

Imaging Name Words—Objects and outline pictures to be used for teaching all name words; action plays for some of the verbs; colors for names of colors, etc.

Visualizing Exercises—Daily exercise in the quick recognition and reproducing in writing of words, phrases, and short sentences for training the eye-memory.

Building Words—From phonic elements and syllables, oral and written, to increase the vocabulary for both reading and written work (spelling).

(Classes of words which have many variations, as words in *ei*, *ie*, and *ea*, should not be used in these exercises.)

Vocal Drill—Exercises in correct pronunciation, clear enunciation and proper use and exercises of the vocal organs given daily.

Oral Spelling—Incidental only at first. After the children have become well established in sounding, the teacher begins incidentally to spell orally the words as she writes them upon the board. The children soon begin to imitate the teacher and spell the words they wish to ask help upon. Later the words which are to be memorized (learned to spell) are to be given in a combination of visualizing and oral spelling exercises (but not with phonics), following upon their presentation and use in Language and Reading lessons.

Writing Dictated Sentences—Daily exercises;

The teaching of spelling in the First Grade and the written practice should not be at any time in the form of lists of separate and unrelated words, but should be given always in sentences which are a part of the day's thought. However, occasional tests of the children's picture memory of words may be given in the form of lists of words.

B Assignment

The following thirty words are to be used in sentences for dictation, but only after they have become familiar by use in the reading lessons. Use very simple sentences for dictation taken from the Language-Reading lessons and in the earlier lessons give as copy work before being dictated. Oral spelling is to be given only in connection with the visualizing exercises to aid in the fixing of the picture memory.

Am, my, he, she, have, has, girl, this, saw, him, his, her, you, pretty, like, our, made, name, kind, one, two, they, them, their, love, little, ears, hear, went.

A Assignment

Sentences, founded on the Language work, incorporating these forty-five words to be given as dictation exercises.

Visualizing and Oral Spelling exercises used as in the previous assignment.

Test upon and repeat difficult words in the B Assignment. These words should be mastered by the end of the year.

Good, of, was, house, first, bird, does, some, come, from, with, are, all, give, lives, what, white, when, then, here,, there, every, your, says, said, know, grows, sure, school, warm, nice, walk, flower, leaves, for, new, write, book, blue, read, four, off, stem, any, many.

The final and practical test will be the child's ability to write the words correctly in expressing his thought in original sentences.

LANGUAGE WORK AND COMPOSITION

I Subject Matter

The child's thinking is mainly concerned with the experiences of his daily life, the mental and the spiritual, as well as the material aspects of it, and in order to co-ordinate the development of ideas of life and ideals of conduct, with the power of expression, we organize these various phases of activities and environment as the subject-matter for language training under the topics: the Social World, the Nature World and Literature.

B Assignment

1 THE SOCIAL WORLD—CHILD LIFE

- (a) Real life conditions and experiences of the class; the home; the family; the house; furnishings of the house; the school; the school room; furnishings. The ethical view point as well as the material side, presented and emphasized.

See also Conduct and Morals page 22.

- (b) Hiawatha's childhood; the above conditions and experiences of real life to be presented in contrast with Hiawatha's that they may be illuminated and reflected thereby.

- (c) Children in History: to celebrate the national festivals; the Story of Columbus; of a Puritan child and Thanksgiving Day; the story of Tiny Tim or other Christmas story; comparisons of the home of these children with our own.

2 LITERATURE

Nursery Rhymes and Poems, Myths, Folklore or other stories read or told with this three-fold purpose,

- (a) to illuminate ideas of life and form the mind, (b) to create ideals and touch the spirit, (c) to cultivate a taste for the best in literature. Three short poems and four short quotations memorized. See Primary Teachers' List.

3 THE NATURE WORLD

Seasonal: See Nature Study.

A Assignment**1 THE SOCIAL WORLD—CHILD LIFE**

- (a) Real life experiences and conditions: Our food and clothing; by whom provided; how and where obtained; marketing; the grocery, bakery and meat market; the dry goods store; shoe store; how children may help the father and mother; see also Conduct and Morals, p. 22.
- (b) Hiawatha's Childhood: correlated with the real life experiences of the children as in B Assignment.
- (c) Children in History: Stories of the childhood of Washington and Lincoln; their food and clothing contrasted with one another's and with our own; their social life conditions compared with our own; Memorial Day Exercise.

2 LITERATURE

As in previous assignment.

Two or more poems and four short quotations memorized.

3 THE NATURE WORLD

Seasonal: See Nature Study.

II. Language Training**1 ORAL WORK**

This phase of the work includes all the conversations and lessons based on the subject matter outlined above.

These conversations and lessons should be so conducted as to accomplish the training in language control which is the aim of the exercises noted below.

These exercises should form a part of the daily work throughout the year and should be systematically developed and pursued.

- (a) The child should be trained in the ability and habit of giving free and full expression to his thought.
- (b) He should be trained to use his voice so that his audience can hear with ease.
- (c) He should be trained to think through his sentence before giving it.
- (d) He should be trained to respond without embarrassment when corrected in speech and to repeat automatically the correct form given by the teacher; common mistakes should be systematically corrected.

- (e) In narration he should be given training in going from point to point in logical succession.
- (f) In description he should be given training in "making a picture."

B Assignment

2 WRITTEN WORK

First six weeks blackboard work only; remaining weeks blackboard and desk work with paper and pencil:

In the written work outlined below the teacher writes the title of the "story" and one or more elliptical sentences (i. e. sentences with words omitted). She also makes a list of outline pictures or words from which the children select to fill in the spaces in the sentence and complete the thought; or in later work to use in adding original sentences to the "story."

- (a) Writing phrases composed of one or more words and outline pictures, as: a (top); a (chair) and a (table).
- (b) Writing sentences composed of phrases and outline pictures, as: I see a (table). This is a (flower).
- (c) Copying short elliptical sentences on a given subject; and supplying pictures or words for the omitted word.
- (d) Copying elliptical sentences as above and adding one or more original sentences.
- (e) Learning through copying and writing sentences to use capitals at the beginning of sentences, for the pronoun I and proper names, also the period.

A Assignment

Blackboard and desk work: see remarks B. Assignment.

- (a) Copying of given elliptical sentences and adding two or more original sentences.
- (b) Class compositions for special training on the form side of written expression.
- (c) Writing short simple narrations and descriptions based on child life experiences; on stories from History and Literature and on Nature Study.
- (d) Capitals and Punctuation as in previous assignment; learning to use the interrogation point.

NATURE STUDY

I Types of Lessons

1 GENERAL OBSERVATION LESSONS

- (a) Upon any interesting nature object of sufficient size for the class to see and enjoy, such as flowering plants or branches of trees and shrubs; cat, dog, pigeon.

(b) Any form of animal life of such nature as to afford opportunity for the study of homes, habits, activities, as birds, colonies of ants, aquarium life.

(c) Lessons upon earth, sky and the weather.

These constitute the subject-matter for directed observations, both within and without the school room. They are also the basis of conversational lessons and afford opportunity for class exercises in narration of experience, in descriptions, in records of observations, both written and pictured.

2 INDIVIDUAL OBSERVATION

Upon any nature objects available in sufficient number to supply each member of the class or section of the class.

For this work it is absolutely necessary for each child to have the object in his own possession—to handle, feel, touch, smell, to look at, examine, investigate and think about.

The Nature Work is to be further developed by means of stories, myths, poems, songs and games and gardening work; and illustrated and expressed by means of painting, drawing, modeling, cutting or tearing. (See Drawing Department Outline).

II Subject-Matter

As the Nature Study must of necessity be seasonal the subject-matter is here organized by seasons—the instruction in kind and amount to be adapted to the particular class.

Fall

ANIMAL LIFE

Birds and pets.

PLANT LIFE

Fall flowers, leaves, seeds, nuts, etc.

A tree, a growing plant.

The school window-garden.

EARTH AND SKY

Talks about the city and country; sunshine and clouds; autumn haze; rain and storms.

Winter

ANIMAL LIFE

Aquarium life; Pests; Sparrows

PLANT LIFE

Observe a tree in winter; a growing plant; root vegetables; fruits.

EARTH AND SKY

Snow and ice; sunrise and sunset.

Spring**ANIMAL LIFE**

Return of the birds; awakening insect life; pets.

PLANT LIFE

Twigs and buds; spring blossoms; grass and clover; seeds and seedlings grown in school window boxes and at home.

EARTH AND SKY

The sod, the soil (in gardens); parks or gulleys; March winds; April showers; the moon and stars.

The Baltimore Nature Study Pamphlet I, contains excellent and helpful suggestions for lessons.

WRITING

Simple movement drills.

Frequent blackboard drills.

Letter forms.

Figures.

Pencil and paper.

Spencer's Practical Writing Book No. 1.

NUMBER STUDY

Observational study of the number element conspicuous in the various objects in each day's activities. This includes Reading, Language, Nature Study, Handwork and games.

Special exercises for using and concreting through this use the number facts within the child's grasp by means of cubes, tablets, sticks and other objects; and pictures of these and other objects; paper folding, cutting and also construction work in correlation with social life study.

This entire work is for the definite purpose of developing the number sense and no abstract formulations of arithmetical processes are to be attempted.

B Assignment

Daily observational study of number facts occurring in all the lessons and activities of the school.

Exercises in comparing the following groups of objects to discern relative values: 2 and 4; 3 and 6; 4 and 8; 1,3; 1,4; 1,5; 2,3; 2,5; 3,5; correlation with drawing and handwork by means of the folding sheet.

Exercises in comparison with objects with the following even groups, finding the relative values: 2,4; 4,8; 3,6; 5,10; 6,12; also the uneven groups 2,3; 2,5; 3,5; 3,7; 4,7; 5,7; 5,9; 6,8; 6,9; 6,10; 7,9; 7,10; correlate with the handwork and drawing.

Grouping of 2's to 12; of 3's to 12; of 4's to 12; by means of

cubes, tablets, sticks, other objects and pictures, and paper folding and cutting and construction work.

Exercises with the dozen, the half dozen; the nickel and the dime, in the form of games.

A Assignment

Daily observational study of number facts as in previous term.

Finding of 2's, 4's, 8's in 16; of 3's, 5's in 15; by means of cubes, tablets, sticks, pictures, paper folding and cutting and ruling in correlation with drawing and construction work.

Exercises in comparison of even groups of objects as above, finding the half and fourth; also comparison of uneven groups in numbers under 16; correlate with handwork and drawing.

Exercises in measuring with foot rule and yard stick; measuring books, tablets, etc.; desks, tables, blackboard, window, wainscoting, etc.; measuring width and length and comparing.

Exercises in measuring with the pint and quart measures; weighing with pound and half pound. These exercises to be given in the form of games.

Recognition of figures representing numbers; reading numbers to 50 applied to pages in books, numbers of streets, etc.

Simple statements, expressing actual operations made with objects, by means of figures and words; as 4 and 4 are 8; two 4's are 8; 8 less 4 is 4; in 8 there are two 4's.

MUSIC

Classes consisting of one division, will take the regular assignment for such division.

B and A division classes will take B assignment.

When the A division of one grade and the B division of the next grade above are in one class take the work of the lower grade, excepting where a change of text book occurs, in which case, take the B assignment of the upper grade.

B Assignment

Uniting of tone.

Unconscious rhythm obtained through action songs.

Do chord.

Besides the songs assigned, teachers may use any song from the books named on page 45 of Handbook.

First grade teachers will please read and use the suggestions on pages 4 to 12 inclusive, also "The Modulator," pages 14 to 16 inclusive, of the Handbook.

Sol chord added to Do chord—Handbook, page 21.

Rhythm—Use as much originality as possible. Handbook, page 12.

Use songs from lists previously sent out; be sure to pitch songs high enough.

A Assignment

Fa chord added to Do and Sol chords—Handbook, pages 22 and 23. Written work, pages 40 and 41.

Rhythm—page 18 (time names). Avoid repetition in the study of intervals in modulator pointing.

Songs for A and B Divisions

WINTER SONGS

Page 10	First Melodic	Putting the World to Bed
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SPRING SONGS

Page 7	First Melodic	"In the Month of May."
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Page 8	" "	Over the Way
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Page 40	" "	It Is Spring
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Page 21	Gaynor No. 2	Buttercups
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Page 31	" "	Water-Lilies
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Page 10	Gaynor No. 1	The Bird's Nest
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Page 82	" "	Tulips
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Page 79	" "	Pussy Willow
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Page 80	" "	The Violet
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SONGS THROUGHOUT THE YEAR

Page 97	Gaynor No. 1	See Saw
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Page 6	First Melodic	Three Little Pigs
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Page 7	" "	Rain and Sun
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Page 7	" "	Dreams
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Page 8	" "	The Dream Peddler
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Page 12	" "	The Robin and the Chicken
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Page 14	" "	Every Sunny Hour
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Page 39	" "	Busy Bee
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Page 82	" "	Indian Lullaby
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Page 41	" "	The Ginger Cat
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Page 32	" "	Marching Songs
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Page 32	Gaynor No. 1	Marching Songs
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DRAWING AND APPLIED ART

September, October.

Paper-tearing—Trees of different kinds. Arrange on the board to represent woods or orchard.

Draw trees on the blackboard. Single trees and groups of trees.

Illustrative drawing. Stories of Hiawatha, etc.

Paper-cutting—Fruit. Draw fruit on the board.

Make landscapes, blue sky and green ground. Colored crayons.

Make a water wash, then a light blue wash to represent sky on a sunny day.

Make a green wash to represent a field.

Paint a landscape, blue sky and green ground.

Illustrative drawing in language study.

November, December.

Paper-tearing—Leaves.

Make units of design from leaves or other simple forms.

Suggestions: Book 1, page 58. Save.

Autumn landscapes, sky and ground. Colored crayons, water-colors.

Illustrative drawing.

Winter landscapes.

Fold a calendar-back. Cut landscapes of previous lessons into appropriate sizes and shapes for the calendar-back. Paste, studying carefully the placing of the calendar and landscape. Suggestions: Book 3, page 66.

Make borders of leaves. Suggestions: Book 1, page 58.

Use the borders for book-markers. September entries omit this.

January.

Toys. Suggestions: Book 1, pages 40, 41. Paper-cutting and tearing, crayon, brush.

Winter trees. Illustrations of winter. Suggestions: Book 2, pages 11, 27; Book 3, pages 8, 9. Crayon, brush, blackboard, tearing, cutting.

February.

Make a booklet-cover. Use a winter landscape for decoration.

Make valentines.

Illustrative drawing.

March.

Japanese Lanterns. Crayon, brush.

Illustrative drawing.

Construct a simple object. Design, applied number.

April, May, June.

Illustrations of spring. Suggestions: Book 1, page 33; Book 3, pages 12, 27, 31, 53.

Twigs and flowers. Paper-cutting, crayon and brush. Suggestions: Book 1, pages 22, 23, 24, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24.

Make a booklet-cover. Use a border for decoration. Paper-cutting. Plant forms.

Trees. Suggestions: Book 2, page 4; Book 3, page 3.

Landscape—Marines. Suggestions: Book 1, pages 2, 5; Book 2, page 9; Book 3, page 66.

Give illustrative drawing in connection with other studies.

Illustrative drawing is good for occupation work.

Encourage blackboard drawing.

PHYSICAL TRAINING

Five minutes in the morning for gymnastics and five for plays and games. In the afternoon ten minutes for plays and games.

A Assignment

Lesson I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

B Assignment

Lesson X to XVIII inclusive.

NOTE—All gymnastics and games should be conducted out of doors whenever the weather permits.

PHYSIOLOGY AND HYGIENE.

See special syllabus of physiology and hygiene.

SECOND GRADE

READING

General Directions

1 LANGUAGE READING LESSONS

These blackboard reading lessons are in the nature of class compositions and afford opportunity for training in composing as well as in reading and, as in the First Grade, they are based upon the oral language lessons on the world of Social Activities and the Nature World.

2 INTENSIVE READING

- (a) Training in independent, self-directed effort to master the thought of the printed page,—Silent Reading and “Telling the Story.”
- (b) Training in studying out the full meaning of the text,—Class Study, paragraph by paragraph.
- (c) Training in giving adequate expression,—Oral Reading.

3 SIGHT READING

Opportunity for the exercise of the ability to read at sight developed by intensive study, is afforded by the supplementary readers.

By special selection of the stories in the regular readers and by the use of the supplementary readers, a close interrelation should be brought about between the reading and the several phases of the content of the language work noted in that course.

4 WORD STUDY

- (a) Word study by means of flash work and other devices for giving power to picture words and even phrases on the mental retina.
- (b) Phonic exercises which constitute a direct and an indirect preparation for the reading lessons, (a) direct preparation by studying words and classes of words found in the reading lessons; and (b) indirect by general phonic drill lessons which result in power to sound out all difficult words.

SPELLING

One word of the following list is to be made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing.

Each lesson should have from five to ten subordinate words taken from the teacher's list of words commonly misspelled. Systematic review each Monday should be made of the prominent words taught in this and the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

- By slight pauses
- By pronunciation of syllables
- By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

The following is a list of words commonly misspelled:

Always, again, animal, about, apron, afraid, almost, among, against, been, bought, break, brought, brother, busy, bottom, beautiful, build, before, buy, coming, color, cousin, caught, covered, curved, children, country, clothes, done, earth, easy, eyes, each, enough, friend, flowers, father, field, great, goes, garden, ground, grows, grew, hear, here, horse, half, heavy, head, inside, knew, knife, leaves, light, large, learn, listen, petals, put, quiet, quite, rough, right, straight, sugar, smooth, shoes, showed, sometimes, small, strange, sleigh, side, thought, than, though, through, tried, teacher, talk, these, take, until, used, use, veins, watch, whole, wear, wrong, work, whose, Wednesday, whether, while, world, wrote, word, wears, you, yellow, think, tired, those, touch, threw, lesson, laugh, lived, middle, much, minute, nice, name, other, often, open, own, over, ought, only, pretty, piece, picture, pencil, please, people.

LANGUAGE AND COMPOSITION

The subject-matter in the following outline of the social world will extend throughout the year, furnishing material for oral and written work.

The Social World—The study of life activities in this grade includes:

1 REAL LIFE EXPERIENCES

The Family and the Home: As in the First Grade. This serves as the basis for the comparative study of the homes and lives of other people.

The Neighborhood: As in the First Grade, but developed

to include larger ideas of community interests and to give deeper significance to the advantages of community life and its relations with industrial life.

The School and School Activities: Another phase of community life with its privileges and obligations. The first intimations of the reason and necessities for government given through the discussion of the purposes of school regulations, as given in the First Grade, are to be here reviewed and the study somewhat extended.

2 OTHER PEOPLE AND THEIR HOMES

The Story of Heidi: In order to enhance the value of every day life conditions and occurrences within the child's own experience and to lead him to consider these thoughtfully with interest, the story of Heidi is given in close correlation with real life study as noted above.

Stories from the Seven Little Sisters or other available stories which present a simple picture of child life in other countries are to be given as introduction to Geography.

Stories from History and Literature of the childhood of great men are to be selected to celebrate the National Holidays and the festivals of the year.

B Assignment

Have pupils copy sentences and make statements, oral and written; begin and end correctly the written statement. Form interrogative sentences, oral and written.

Exercises in writing proper names with capitals, the name of the school, the name of the teacher and of the principal.

Write simple letter to school mate, parent or teacher.

Make use of such historic events as are suggested by Thanksgiving Day.

A number of suitable selections of poetry should be made by the teacher. These selections are to be talked about, learned by the pupils and recited by them.

Make use of such material as the autumn gives freely. Autumn leaves, flowers, fruits and nuts, to bring the pupils in close contact with the seasonal changes.

Encourage the children to talk freely and guide them to correct expression.

Conversations and stories told to inculcate a spirit of kindness to one another, to animals.

The written work is to accompany and to be based upon the oral exercises.

A Assignment

Write such simple abbreviations as Mr., Mrs., Dr., St. Indicate ownership by the use of 's.

The correct use of I, me; he, him; she, her; they, them; is, are; was, were; has, have. Oral work should always precede the dictated written exercise.

Observe the seasonal changes. How nature adapts itself to winter weather, a mantle of snow for the flowers. How man protects himself against the weather; warm clothing, shelter, fires. Absence of bird and animal life.

Return of spring; twigs, blossoming fruit trees, wild flowers, the grass a green carpet, return of birds; a record kept of these changes.

Children are to be taught polite and courteous manners and forms of speech.

The written work consists of reproduction of stories and poems narration and description based upon the Nature Work and the Social World.

Oral descriptions, followed by occasional dictation exercises on the same subject with especial care as to orderly arrangement of thought.

Memorize at least three poems.

Decoration Day. Description of our flag.

Write simple letter to school mate, parent or teacher.

Language should be given to the entire school. When two divisions are in one school, follow the assignment of the lower division. Where two grades are in one room, the assignment of the upper grade should be followed. The Nature Work should be given in its season.

WRITING

Frequent blackboard writing.

Simple movement exercises.

Writing on paper with pencil.

Teach script forms and figures.

Spencer's Practical Writing Book No. 2.

ARITHMETIC**B Assignment**

Continue the group exercises of the first grade; counting by twos, fours, eights to twenty-four; threes, sixes, twelves to thirty-six; fives, tens, twenties to one hundred, forward and backward, involving at first the use of objects. Take all the

following combinations in addition and subtraction based upon these exercises in counting.

$$\begin{array}{cccccccccccccc}
 2 & 4 & 6 & 8 & 3 & 6 & 9 & 4 & 8 & 5 & 6 & 6 & 7 & 8 & 9 \\
 2 & 2 & 2 & 2 & 3 & 3 & 3 & 4 & 4 & 5 & 4 & 6 & 7 & 8 & 9 \\
 \hline & & & & & & & & & & & & & & & \\
 \end{array}$$

In addition to these, take from the list of the 45 combinations the following:

$$\begin{array}{cccccccc}
 2 & 3 & 4 & 5 & 6 & 7 & 8 \\
 3 & 4 & 5 & 6 & 7 & 8 & 9 \\
 \hline & & & & & & \\
 \end{array}$$

Recognize tens in the treatment of numbers. First with sticks, afterwards by memory drill from one to fifty by adding successive tens, as $2 + 2 = 4$, $12 + 2 = 14$, $22 + 2 = 24$, $32 + 2 = 34$, $42 + 2 = 44$. Also $4 - 2 = 2$, $14 - 2 = 12$, $24 - 2 = 22$, $34 - 2 = 32$, $44 - 2 = 42$, etc.

Analysis of groups, including simple fractional parts, emphasizing even groups. Most schools will reach 16 in this work.

Formal abstract exercises in addition, subtraction, multiplication and division, with simple concrete problems based upon every day life.

In the analysis of groups, base much of the work on measurement; the inch, foot, yard; the *ounce, *pound; liquid and *dry measure; see study of 12, based on the foot, as to method.

Use constructive exercises involving the use of the inch.

A Assignment

Counting exercises reviewed; counting by twos, fours, eights; threes, sixes, twelves; fives, tens, twenties; forward and backward. Counting by twos, threes, fours, beginning with one, two or three, etc.

Analysis of groups, twelve, fourteen, sixteen, eighteen, twenty-four and *thirty-six; the ability of the class to determine the limit. Base most of this work on measurement, the foot, yard, the *ounce, *pound; liquid and *dry measure; the cent, the dime and the dollar.

Addition of single columns of numbers whose sum does not exceed fifty. Continue the drill upon the 45 combinations in addition and subtraction, emphasizing subtraction.

In adding two or more numbers each containing tens and units, give many oral exercises based on the composition of the numbers, as $22 + 22 = ?$, $22 + 20 + 2 = 44$, $25 + 25 = ?$, $25 + 20 + 5 = 50$; $26 + 28 = ?$, $26 + 20 + 8 = 54$.

Multiply in a similar way $2(20) = 40$, $2(24) = 2(20) + 2(4) = 48$, $2(28) = 2(20) + 2(8) = 56$.

In division only composite numbers should be used, as 24 the dividend with one of the factors as a divisor.

*Subtraction in which units figure in the minuend is less than units figure in the subtrahend.

Addition, subtraction, multiplication and division tables of twos and threes developed and applied in problems of every day activity.

Use the foot rule and fraction strip and continue the constructive exercises, using inch and half inch. The number elements should be clearly and definitely developed.

Read and write numbers to one hundred. Roman numerals to fifty.

Continue the drill upon the following 45 combinations in addition and subtraction.

1	2	3	4	5	6	7	8	9	2	3	4	5	6	7
1	1	1	1	1	1	1	1	1	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
8	9	3	4	5	6	7	8	9	4	5	6	7	8	9
2	2	3	3	3	3	3	3	3	4	4	4	4	4	4
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5	6	7	8	9	6	7	8	9	7	8	9	8	9	9
5	5	5	5	5	6	6	6	6	7	7	7	8	8	9
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

In written work avoid difficult problems; secure simple statements; limit the amount.

*Topics starred are optional.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

B and A division classes will take B assignment.

When the A division of one grade and the B division of the next grade above are in one class take the work of the lower grade, excepting where a change of text-book occurs, in which case take the B assignment of the upper grade.

B Assignment

First and Second Months

Review Do, Sol, Fa chords.

Give special attention to interval practice from the modulator. In modulator pointing be original, avoid repetition of intervals. Be sure that children are not singing from memory. Teach note values as given on page 18 Handbook.

Third Month

Modern Primer

Introduce Staff Notation, page 31 Handbook, showing key signatures but not explaining. Explain meter signatures as on page 31.

Fourth Month

Keys E and E flat, scale on page 41; melody, page 40. Page 46. "Jumping Johnny."

Key D, page 31, scale, page 61. Bunny and Polly, page 47. A Sleigh Ride.

Fifth Month

Key F, page 37, scale, page 37-II, page 69-V.

Key G, page 29, scale, page 56-II, Tick Tock, page 28.

A Assignment

First Month

Key of C, scale, page 27, The Raindrops, Bouncing Ball.

Key of A and A flat, page 33, scale exercises II; page 43, scale exercise II.

Second Month

Key of B flat, page 39, scale. German Folksong, page 64.

Primer, page 122, I, II, III, page 30. The Squirrel, page 37, I.

Third Month

Primer, page 56, II page 23, The Spider, page 33, V, page 43. A Study.

Fourth Month

Primer, page 39, A Study, page 38, Mix a Pan-cake.

Songs from Primer and Supplementary Books.

Fifth Month

Review Staff Notation in all keys.

Songs for B-A Divisions

AUTUMN SONGS

Page 22	Gaynor No. 2	"Cat Tails"
Page 34	" "	The Crow

WINTER SONGS

Page 68	Gaynor No. 1	Jack Frost
Page 70	" "	Sleighing Song
Page 23	First Melodic	Winter Song
Page 55	" "	Snow Flakes

SPRING SONGS

Page 30	Gaynor No. 2	Sweet Pea Ladies
Page 23	" "	Daisies
Page 29	" "	Poppies

Page 48	First Melodic	Seed Time
Page 34	" "	Buttercups
Page 83	" "	An April Shower
Page 87	" "	Spring Song
Page 104	" "	Ding-Dong-Daisy
Page 118	" "	Waiting to Grow
Page 120	" "	Little Bud
Page 73	Gaynor No. 1	Robin Red Breast
Page 76	" "	Birth of the Butterfly
SONGS THROUGHOUT THE YEAR		
Page 106	Gaynor No. 2	Stepping Stones
Page 91	" "	Feather Game
Pages 74, 75	" "	Sweeping and Dusting
Page 36	" "	The Frog
Page 53	" "	Piggie Wig and Piggie Wee
Page 73	" "	The Postman
Page 100	" "	Prism Game
Page 94	" "	The Ball
Page 73	First Melodic	Mr. Bee
Page 42	" "	What Does Little Birdie Think
Page 53	" "	Shuttle Cock
Page 54	" "	The Invitation
Page 56	" "	The Wind
Page 122	" "	Children of Japan
Page 11	Gaynor No. 1	Land of Nod
Page 14	" "	Song of Iron
Page 16	" "	Blacksmith
Page 17	" "	Shoemaker
Page 22	" "	Grandma Knitting Song
Page 46	" "	Pit-a-Pat
Page 61	" "	The Moon Boat
Page 62	" "	My Shadow
Page 88	" "	Tea Kettle
Page 89	" "	The Owl
Page 100	" "	Winding the Clock
Page 114	First Melodic	"Hurrah for the Flag"
Page 98	" "	Flag Song

DRAWING AND APPLIED ART

September, October

Draw simple fall flowers, fruit, and bright-colored vegetables. Suggestions: Book 1 page 15; Book 2, page 18; Book 3, page 15. Crayon and water colors.

Paper-tearing. Trees of different kinds. Arrange on the board to represent woods or orchard.

Draw trees on the blackboard.

Paper-cutting. A pumpkin with a stem.

Draw pumpkins on the board.

Paint a pumpkin. Suggestions: Book 1, page 19.

Paint a landscape, blue sky and green ground.

Paint a landscape (blue sky, green grass and distant trees).

Suggestions: Book 1, page 6. Crayon and water colors.

Make units of design from leaves or other simple nature forms. Suggestions: Book 4, page 89; Book 1, page 58.

November, December

Autumn landscapes. Crayon and water colors.

Make a border of leaves. Paper-cutting. Suggestions: Book 1, page 58. Use as a book marker or blotter.

Plan and construct a calendar-back. Cut landscapes of previous lessons into appropriate sizes and shapes for the calendar-backs. Paste, studying carefully the placing of the calendar and landscapes. Suggestions: Book 3, page 66.

January

Toys. Suggestions: Book 1, pages 40, 41, 42. Paper-cutting and tearing. Crayon, brush.

Winter landscapes. Suggestions: Book 2, page 11; Book 3, page 9; Book 4, pages 8, 9.

February

Illustrations—Winter—suggestions: Book 1, pages 26, 27, 48; Book 2, pages 11, 27, 28, 29; Book 3, page 9. Pose drawing.

Make a valentine and envelope. Applied number.

March

Illustrative Drawing

Japanese lanterns or other objects. Suggestions: Book 1, pages 46, 47; Book 3, pages 46, 47. Crayon and brush.

Design a booklet-cover. Applied number.

April, May and June

Illustrations of Spring

Suggestions: Book 1, page 33; Book 2, pages 12, 13; Book 3, pages 12, 27, 31, 53.

Twigs and Flowers. Crayon and brush. Suggestions: Book 1, pages 22, 23, 24, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24.

Trees. Suggestions: Book 2, page 4; Book 3, page 3. Crayon and brush.

Design a book-cover. Use a border for decoration. Water-colors.

Landscapes—Marines. Crayon and brush. Suggestions: Book 1, pages 3, 4, 5, 6; Book 2, pages 2, 9, 12, 13; Book 3, pages 3, 4, 63, 66.

Give illustrative drawing in connection with other studies. Encourage blackboard drawing.

PHYSICAL TRAINING

Five minutes in the morning for gymnastics and five for plays and games. In the afternoon five minutes for plays and games.

B Assignment

Lesson I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

A Assignment

Lesson X to XVIII inclusive.

NOTE—All gymnastics and games to be conducted out of doors whenever the weather permits.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

THIRD GRADE

READING

Take up the pages of the reader in consecutive order, except to vary them to suit special occasions and seasons of the year. The phonetic work should be of such a character as to prove a vital element in pronunciation and enunciation.

Intensive work—the enlargement of the pupil's vocabulary, the mastery of the thought content, and expressive reading in good rich tone and well modulated style are the results to be gained.

Watch the voices of the pupils. So far as possible have them breathe correctly. Avoid harsh, strained reading.

The supplementary reading will be selected by the teacher from the list of books found in her building. Encourage free, consecutive reading, assisting pupils through difficult places by pronouncing words, etc. Teachers should read much for their pupils, thus setting a standard of good reading and creating a taste for it.

The review of favorite lessons will furnish opportunity for dramatic presentation, the discussion of which affords insight into the meaning of the words and purpose of the lesson and at the same time may be made to encourage individual effort. Dramatic situations should come from the pupils' interpretation of the story, as well as from the teacher's suggestion.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exer-

cises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

LANGUAGE AND COMPOSITION

Throughout the year place emphasis upon the oral language work. In no other way can facility of expression be so well secured. One good story having ethical content and literary merit may be learned each month. Select out of the numerous poems for children one for each month. Use these poems for memorizing and for oral language in paraphrasing.

The study of the Honey Bee and Ant will be continued throughout the year. This study should be partly of their bodily structure but mainly of their habits, their community life, their method of work, division of labor, etc. Miss Morley's "Little Bee People" and Maetterlinck's "Life of the Bee"—the latter a masterly piece of literature for the teacher only.

Story, poem and insect life furnish material for written reproduction which should be a frequent exercise in this grade.

B Assignment

Special care should be used to prevent the use of incorrect expressions and to correct common errors of speech.

Exercises should be given in writing different forms of sentences, statements and questions.

Teach the use of the comma in direct address, as, "John, come here." "Where are you going, James?" Also quotation marks in a simple quotation. These should be taught by observation of their correct use in print, by the copying of sentences and by dictation exercises.

Attention should be given to the writing of names of persons, of familiar places and buildings, of the days of the week, of the month, of the seasons, and the months in the seasons.

Correct use of I, me; he, him; she, her; they, them; is, are; was, were; has, have; saw, seen; did, done; went, gone; this, that; these, those.

Study of leaves of common familiar trees and shrubs, seeds of trees, flowers and weeds and their curious modes of distribution.

Thanksgiving Day and the Pilgrims, Christmas Day in our own and in other lands. October 12, Columbus Day.

Letters to relatives, friends, schoolmates.

Conversations and stories to be told to inculcate a spirit of kindness to one another, to animals; respect for the aged; truthfulness, unselfishness, honesty.

A Assignment

Facility in the use of words in oral speech to be emphasized. Increase of vocabulary. Teacher in her story-telling introduces new words; children encouraged to do so.

Continued study of forms of sentences, capitalization, use of 's to denote ownership.

Teach the abbreviations Mr., Mrs., Dr., St., doz., yd., ft., in., gal., qt., pt., lb., sq. in.

Teach the use of the comma after yes or no in a sentence answering a question, as "Have you a pencil?" "No, I left mine at home."

Observations of Nature; snow, ice, cold and frost, freezing and thawing. Sports of winter; skating, coasting, snowballing.

Vegetation in winter, animal life in winter.

The return of birds, the robin, sparrows, etc.—the birds most familiar to the children.

Children are to be taught polite and courteous manners and forms of expression.

Language should be given to entire school. When two divisions are in one school, follow the assignment of the lower division. The Nature Work should be given in its season.

Keep the minds of the children alert with regard to the returning tides of life, the spring flowers, blossoming fruit trees, etc.

Decoration Day, The American Flag, Salutation of the Flag.

Letter writing continued.

WRITING

Blackboard writing.

Simple movement drills.

Script forms carefully taught.

Use pen and ink.

Spencer's Practical Writing Book No. 3.

ARITHMETIC

B Assignment

Continuation and extension of the work of the second grade

fundamental operations. Special attention should be given to the combinations in addition and subtraction. See second grade assignment.

Develop number relations by counting exercises by twos, fours, eights; threes, sixes, twelves; fives, tens, twenties, forward and backward from all possible beginnings.

Recognize ratio and tens in the treatment of numbers.

Simple exercises in fractional parts, halves, fourths; thirds, fifths, tenths.

Construction of multiplication and division tables of twos, threes, fours, fives, sixes and their use in problems, involving measurements of length, weight, time, dry and liquid measure.

These exercises should at first be concrete using the equipment provided in each building.

Fundamental processes and their application in problems; see pages 28 to 45, Rational Arithmetic.

*Problems in weight; see pages 15 to 16, Rational Arithmetic, omitting pages 4 and 5.

Give much attention to the difficult combinations in addition and subtraction in both oral and written exercises.

Reading and writing numbers through thousands. Roman numerals to one hundred.

The assignment extends to page 59 in the Rational Arithmetic.

A Assignment

Review and drill upon the fundamental operations, addition, subtraction, until a reasonable degree of accuracy has been acquired.

Multiplication and division tables through the nines.

Give much attention to the study of typical groups, involving measurement.

Use the rule in frequent exercises, drawing rectangles of given dimensions; see page 5, page 6, problems 5 and 6; page 7, problems 10 and 11. Introduce square inch and square foot in such problems as can be treated objectively only. Problems in drawing to scale; see pages 46 and 47. Omit page 57.

*Measuring and building of solids and contents of boxes; see pages 72 and 78. Treat this work objectively.

Reading and writing numbers through thousands. Read 125 as one hundred twenty-five; 1,104 as one thousand one hundred four; the word "and" should not be used unless a fraction is added to the whole number.

In oral work, continue the use of analytic study of 12 and 36 based upon measurement. Make suitable selections.

Emphasize operations in United States money. See page 95.

*In connection with the table of nines teach the square yard as a unit of measurement and apply it in finding the number of square yards in rectangles of simple proportion.

The assignment will extend to page 100 in the Rational Arithmetic.

Omit the study of triangles on page 64.

*Topics starred are optional.

HISTORY

B Assignment

Text: Fifty Famous Stories Retold, Baldwin: pp. 5-17, 21-39, 49, 58, 58-61, 64-68, 76-84. Stories omitted optional with advanced schools.

A Assignment

Text: Fifty Famous Stories Retold, Baldwin: pp. 91-102, 106-113. Stories omitted, optional with advanced schools.

America's Story for America's Children I, Pratt: pp. 23-36, 89-100, 101-108. Stories omitted optional.

GEOGRAPHY

B Assignment

I Seasonal Changes: Effect on Vegetation, Animal Life, Home Life, Life of Child. II The Sky: Appearance, Sun, Moon, Stars. III Common Forms of Food. How acquired. IV Modes of Travel and Transportation. V Forms of Water: Clouds, Fog, Hail, Frost, Snow, Ice. VI Common Articles of Clothing, How acquired.

A Assignment

I Seasonal Changes. II Common Home Utensils. How acquired. III Map Making. Make map of City and locate public square and other important places. IV Locate Land Forms. V Soil: Rock, Gravel, Sand, Clay, Loam. VI Running Water. VII Study of Distance and Direction. VIII Map Making: School Room, School Yard, Local Section of City.

MUSIC

Classes consisting of one division, will take the regular assignment for such division.

B and A Division Classes will take B Assignment.

When the A division of one grade and the B division of the next grade above are in one class take the work of the lower grade, excepting where a change of text book occurs, in which case, take the B assignment of the upper grade.

B Assignment
MELODIC SECOND READER

Reference, Manual, "Music in the Grades"

First Month

Teach pitch names. Children have seen but they have not had key signatures explained. Teach the keys as they appear in the exercises of the outline. Place on the board staff modulator as illustrated on page 27 of the Handbook.

Divided Beat, page 9, exercise 5.

Sharp Four, page 12, exercises 8, 9, 10.

Songs, pages 17-19.

Second Month

Divided Beat, page 17, exercises 23-24.

Sharp Four, page 19, exercises 26-27-28-29.

Minor Studies, page 13, exercises 15-16.

Songs, pages 10-36.

Third Month

Divided Beat, page 23, exercises 38-39.

Sharp Four, page 19, exercise 30.

Minor study, page 21, exercise 31.

Songs, page 16-75. "Giving Thanks," page 143.

Fourth Month

Divided Beat, page 33, exercises 51-52.

Sharp Four, page 25, exercises 40-41-42-43.

Songs, pages 14-26.

Fifth Month

Divided Beat, page 49, exercise 78.

Sharp Four, page 35, exercises 57-58-59-60.

Minor Studies, page 29, exercises 44-45.

Songs, pages 40-42.

A Assignment

First Month

Special attention to key signatures, pitch names, and sight reading in the nine common keys with the view to strengthening classes for the year's work.

Second Month

Divided Beat, page 64, exercise 100.

Sharp Four, page 35, exercise 61.

Minor Studies, page 37, exercises 63-64.

Songs, page 56-60.

Third Month

Divided Beat, page 67, exercise 108.

Sharp Four, page 51, exercises 80-81-82.

Minor Studies, page 45, exercises 71-72.
 Songs, page 67-70.

Fourth Month

Divided Beat, page 69, exercise 114.
 Sharp Four, page 51, exercise 83.
 Flat Seven, page 63, exercise 92-93-94.
 Minor Study, page 53, exercise 85.
 Song, page 72.

Fifth Month

Flat Seven, page 68, exercises 109-110-111-112-113.
 Two Voice, page 45, exercise 74.

Songs for A and B Divisions

AUTUMN SONGS

Page 26—Gaynor No. 2 Milkweed Seeds
 Page 78—Gaynor No. 2 Golden Rod

WINTER SONGS

Page 16—Gaynor No. 2 Skating

SPRING SONGS

Page 24—Gaynor No. 2 Morning Glory Bells
 Page 32—Gaynor No. 2 Bobolink
 Page 46—Gaynor No. 2 Awakening
 Page 55—Gaynor No. 2 Woodpecker
 Page 58—First Melodic Spring's Call
 Page 44—Gaynor No. 1 Easter Song

SONGS THROUGHOUT THE YEAR

Page 47—Gaynor No. 1 Blowing Bubbles
 Page 86—Gaynor No. 1 Song of the Clock
 Page 30—First Melodic Cherry Festival Song
 Page 36—First Melodic Waking
 Page 38—First Melodic Sunshine Song
 Page 64—First Melodic Child's Evening Hymn
 Page 103—Gaynor No. 2 The Swing
 Page 38—Gaynor No. 2 Hickory, Dickory, Dock
 Page 36—Gaynor No. 2 Language Lesson
 Page 59—Gaynor No. 2 Some Lullabys
 Page 89—Gaynor No. 2 Boating
 Page 92—Gaynor No. 2 Boating
 Page 8—Gaynor No. 2 Salute to the Flag

DRAWING AND APPLIED ART

September, October, November

Draw simple fall flowers and bright colored vegetables.
 Suggestions: Book 1, pages 15, 18, 19; Book 2, pages 18, 19;

Book 3, pages 15, 18, 23; Book 4, pages 20, 24, 27. Crayon and water-color.

Draw branches of fruit. Suggestions: Book 2, page 22; Book 3, pages 19, 20; Book 4, page 20. Crayon and water-colors.

Make units of design from plant forms. Suggestions: Book 6, pages 86, 87; Book 4, pages 89, 90; Book 1, page 58.

October and November landscapes. Crayon and brush. Save for calendars.

Illustrative drawing.

December

Make a calendar. Applied number. Cut landscapes of previous lessons into appropriate sizes and shapes for the calendar. Paste, studying carefully the placing of the calendar and landscape. Suggestions: Book 3, page 66.

January

Draw common objects and toys. Brush and crayon. Outline and mass. Suggestions, Book 1, pages 42, 47, 50; Book 2, pages 42, 43; Book 3, pages 42, 43, 44, 45, 46, 47; Book 4, pages 50, 51, 52, 53, 55, 56.

February

Winter trees. Suggestions: Book 4, pages 6, 7; Book 5, page 26. Crayon.

Winter landscapes. Suggestions: Book 4, pages 8, 9, 10; Book 6, page 8.

Pose drawing—Illustrations of winter. Suggestions: Book 1, pages 26, 27, 28; Book 2, pages 11, 27; Book 3, page 9.

Valentines.

March

Make a cover for a booklet. Applied number.

Illustrations of spring. Suggestions: Book 1, page 33; Book 3, pages 26, 27, 29, 31, 32, 53; Book 4, page 30.

Illustration in other studies.

April, May, June

Twigs and flowers. Brush and crayon. Suggestions: Book 1, pages 22, 23, 24, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24; Book 4, pages 21, 52, 53.

Construct an envelope and decorate it.

Trees. Landscapes. Marines. Suggestions: Book 2, pages 2, 4, 9, 12, 13; Book 3, pages 4, 63, 66.

Give illustrative drawing in connection with other studies.

PHYSICAL TRAINING
B Assignment

Lesson I to IX inclusive.

Beginning September 16th on lesson I, devote two weeks to each lesson.

A Assignment

Lesson X to XVIII inclusive.

NOTE—Whenever possible conduct all gymnastics in halls, assembly room or playground. If playground is used, about half time should be given to plays and games. Here it is essential to take only corrective exercises which are on the front of the card. When the work must be taken in the class room, one or two lessons a week should be spent on games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

FOURTH GRADE

READING

A Assignment

Text-Book, Progressive Fourth Reader.

Lessons XXXV to LVI inclusive.

Should any school find this assignment too difficult, the following lessons may be omitted: XLV, XLVI, XLVII, XLIX, LVI.

Give pupils thorough drill throughout the year in elementary sounds and articulation exercises found in preparation lessons, pages 7 to 15 in Progressive Fourth Reader. Teach the art of correct breathing.

Text-Book reading should be intensive in its character. Careful study should be made of words and expressions and some acquaintance formed with the authors of the various selections. The limited number of lessons assigned affords time in which to do this work thoroughly. The value of drill in reading is here emphasized. Drill is not mere repetition. It is the re-reading of lessons under the constant stimulus of the teacher and the school by which the child's mind is kept on the alert and his best performance called forth. He thus grows in power of understanding; in the use of the voice; in the training of the organs of speech; in the appreciation of words; in familiarity with combinations of words into parts of sentences, whole sentences and paragraphs.

SUPPLEMENTARY READING

An abundance of material for supplementary reading is to be found in every building. Teachers will select from the list such books as will relate themselves to other lessons and as are appropriate to the season.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

- By slight pauses
- By pronunciation of syllables
- By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

LANGUAGE AND COMPOSITION

B Assignment

Habits of correct speech must be formed by daily practice, by training the tongue to say the proper word and by so training the ear that the ungrammatical or inelegant expression is felt to be discordant. Daily oral practice should be given on the correct forms of verbs commonly used, as, "I see it now," "I saw it yesterday," "I have seen it many times."

Use of capital letters, the period, the interrogation point, the comma (to separate the name of the person addressed from the rest of the sentence), quotation marks.

Common abbreviations, Mr., Mrs., Dr., A. M., P. M., U. S.

Practice in use of correct forms of verbs: come, go, see, do, know, run, give, write.

Practice in correct use of this, these, that, those.

Training in courteous forms of expression.

Dictation exercises.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Flowers, trees, seeds, seed-pods, the sky, the sun

Winter—Frost, snow, clouds, length of day

Spring—Trees, leaves, flowers, rain, the sky, the sun.

2 INDUSTRIES

Fall—Food products

Winter—Clothing

Spring—Shelter.

3 STORIES READ OR TOLD

Letter Writing

Informal, friendly letters

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Truth, courage, obedience, duty to parents

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

A Assignment

Habits of correct speech must be formed by daily practice, by training the tongue to say the proper word and by so training the ear that the ungrammatical or inelegant expression is felt to be discordant. Daily oral practice should be given on the correct forms of verbs commonly used, as, "I see it now," "I saw it yesterday," "I have seen it many times."

Use of capital letters, the period, the interrogation point, the comma (to separate the word "Yes" or "No" from the statement which follows it).

Common abbreviations: P. S., etc., ans., Co., Rev.

Practice in use of correct forms of verbs: sing, speak, eat, break, teach, blow.

Practice in use of correct forms of pronouns: "He and I saw it," "May he and I go?" "It is I," "Is he taller than I?"

Training in courteous forms of expression.

Dictation exercises.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Flowers, trees, seeds, seed-pods, the sky, the sun

Winter—Frost, snow, clouds, length of day

Spring—Trees, leaves, flowers, rain, the sky, the sun.

2 INDUSTRIES

Fall—Food products

Winter—Clothing

Spring—Shelter

3 STORIES READ OR TOLD

Letter Writing

Informal, friendly letters

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Truth, courage, obedience, duty to parents

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

GERMAN**B Assignment**

Ear Training—Train the pupil's ear, giving him a vocabulary of about one hundred words—nouns, adjectives, conjunctions, adverbs, interrogative pronouns, and a few verbal forms. Thorough drill of German vowels and consonants, especially those not found in the English language.

Select, as much as possible, words of which the English cognates are Anglo-Saxon, as Haus, Vater, alt, lang.

Reading and Conversation—First, reading from the blackboard. In the fifth week (or earlier) the work in Nix's Deutsches Schulbuch is to be begun. Pages 1 to 35 are to be read during this term, also lessons 75 to 99. Easy sentences—questions and answers—are to be selected for conversation exercises.

Names of objects in the school room, their color, form, parts, material, use. As soon as possible series of sentences should be required on the topics occurring in reading and conversation. Such exercises are to continue throughout the course and are to give the pupil the ability to speak fluently.

Writing—The alphabet. The words of the vocabulary mentioned should be written on the blackboard and copied by the pupil. Then the written work is to be done in connection with the work in reading. Words and sentences to be selected from lessons 75 to 99.

Language and Grammar—The noun, its gender and number. The article is always to be used with the noun. Haben and weak verbs in the present indicative.

Translation—Oral only, and always in connection with reading.

A Assignment

Reading and Conversation—Nix's Erstes Deutsches Schulbuch, pages 36 to 67. Also lessons 100 to 125. Conversation chiefly in connection with reading. In addition to the matter offered by the book, the objects found in the child's home—in

the parlor, sitting-room, bed-room, etc.—are to be discussed.

Language and Grammar—The accusative singular and plural of nouns. Use personal pronouns for nouns. Sein and werden in the present indicative.

Translation—See first term.

Dictation Writing—Words and sentences selected from lessons 100 to 125.

Translation—See first term.

WRITING

Blackboard writing.

Letters analyzed.

Various movement drills.

Spencer's Practical Writing Book No. 4.

ARITHMETIC

B Assignment

Rapid mental work on combinations should be given daily.

Thorough and continued review of all fundamental operations should be given to secure a reasonable degree of accuracy. In the Rational Arithmetic examples in these operations may be found on the following pages:

Addition, 108, 123, 128 to 132, 171.

Subtraction, 108, 123, 136 to 142, 157, 171.

Multiplication, 102, 106, 107, 110, 111, 123, 126, 127, 134, 142 to 148, 156, 171.

Division, 101, 114, 123.

Teach names of terms used in fundamental operations.

In Multiplication

- (a) Limit the multiplier to three figures.
- (b) Introduce zero into the multiplier frequently.
- (c) Emphasize two facts: The multiplier is always an abstract number; the product is always of the same denomination as the multiplicand.

In division carefully distinguish between the two forms:

Concrete divisor } Abstract quotient.
 Concrete dividend

Concrete dividend } Concrete quotient.
 Abstract divisor

Give simple oral examples in the above to insure accuracy.

The study of Long Division may be taken after the 12th week.

Easy divisors as 31, 41, etc., should be given at first. Limit divisor to two figures.

Introduce the use of zero in the quotient.

Read and write numbers to millions. See pages 116 and 117, Rational Arithmetic.

Review Roman Notation, drilling on numbers below C.

Read and write numbers in U. S. money.

Teach tables of linear, liquid and dry measures. Select examples for practice in which single step reductions only are involved.

Examples in these measures may be found on the following pages:

Liquid Measure, 102, 122, 166.

Dry Measure, 102, 122.

Linear Measure, 100, 102, 118, 166.

Give oral work on the analytic study of 36 based on the yard.

A Assignment

Much oral study of concrete problems.

Read and write numbers through millions. Have ciphers occupy many orders.

Long Division continued. Limit the divisor to three figures. Teach correct placing of remainder. Proof given. Pages 148 to 154; 171.

Oral work on the analytic study of 60 based on the dial.

Teach tables of Time and Weight. Problems suitable for this work may be found on the following pages:

Time, 102, 108, 109, 112, 113, 115, 167.

Weight, 124, 125.

In square measure use square inch, square foot and square yard. In area give only simple problems involving single step reductions. Problems may be found on pages 100, 101, 115, 118, 119, 156, 164.

Bills and Accounts. Pages 103, 104, 105, 124, 132, 133, 135 154, 155, 164, 168 to 172.

Pupils should learn to express concretely common fractional quantities such as halves, fourths, eighths or thirds, sixths and twelfths. This should be done by means of paper-folding or diagrams. They should also be required to perform simple operations with these fractional quantities.

Problems may be selected from the following pages: 103, 156, 158 to 167.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

B and A Division Classes will take B Assignment.

When the A division of one grade and the B division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text-book occurs, in which case, take the B assignment of the **upper grade**.

Do not confine the teaching of part songs to the melody only. All the parts of a part song should be taught in order to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison.

In two-part work do not allow one part to sing the alto always—alternate the parts. Commence each outline on the first of the month.

Pitch pipes must be used in giving keys for all songs and exercises. Please place key signatures for the nine common keys on the board, also the modulator found on page 15 of the Handbook used in the second grade. The above to be kept on the board throughout the year. Use modulator for interval work daily.

Memorize "America" and "God Guard Columbia."

B Assignment
MELODIC SECOND READER

First Month

Special attention to pitch names, key signatures, and sight reading in the nine common keys with the view to strengthening classes for the year's work.

Reference, Manual, "Music in the Grades"

Second Month

Divided Beat, page 77 exercises 127-128

page 84 exercise 146

page 90 exercise 167

Song, page 78.

Dotted Note, page 100 exercises 186-187-188

page 105 exercise 203.

Song, page 100.

Third Month

Sharp Four, page 79 exercises 131-132-133

page 85 exercise 149

page 102 exercises 191-192-193.

Song, page 79.

Harmonic Minor, page 80 exercises 136-137-138

page 86 exercises 152-153-154-155-156

page 92 exercises 178-179-180

page 114 exercises 226-227-228.

Song, page 92.

Fourth Month

Flat Seven, page 108 exercises 205-206-207
page 114 exercises 221-222-223.

Song, page 112.

Triplet page, 109 exercise 215

Song, pages 83 and 104.

Strengthen Problems previously taught.

Teach at least one song a month.

Fifth Month

Divided Beat, page 87 exercise 129
page 84 exercise 148
page 90 exercise 168.

Song, page 84.

Dotted Note, page 100 exercise 189
page 105 exercise 204.

Song, page 105.

A Assignment

First Month

Sharp Four, page 79 exercise 134-
page 85 exercise 150
page 102 exercise 194.

Song, page 19.

Harmonic Minor, page 80 exercise 139
page 86 exercise 157
page 92 exercise 181
page 114 exercise 229.

Song, 101.

Second Month

Flat Seven, page 108 exercise 208
page 114 exercise 224.

Song, page 112.

Triplet, page 109 exercise 216
page 125 exercise 246
page 126 exercise 251.

Two-Voice Exercises, page 134 exercises 260-261.

Song, page 117.

Teach at least one song a month.

Third Month

Divided Beat, page 77 exercise 130
page 84 exercise 147
page 90 exercise 169.

Song, page 90.

Dotted Note, page 100 exercise 190
page 105 exercise 204.

Song, page 105.

Fourth Month

Sharp Four, page 79 exercise 135
page 85 exercise 151
page 102 exercise 193.

Song, page 79.

Harmonic Minor, page 80 exercise 140
page 86 exercise 158
page 92 exercise 182
page 114 exercise 229.

Song, page 102.

Fifth Month

Flat Seven, page 108 exercise 209
page 114 exercise 225.

Song, page 112.

Triplet, page 130 exercise 253.

Two-Voice Exercises, page 87 exercise 163
page 134 exercises 260-261.

Songs, pages 107-135.

Teach at least one song a month.

DRAWING AND APPLIED ART

September, October, November

Draw simple fall flowers and bright-colored vegetables.

Suggestions: Book 1, pages 15, 18, 19; Book 2, pages 18, 19; Book 3, pages 15, 18, 23; Book 4, pages 20, 24, 27. Crayon and water colors.

Draw branches of fruit. Suggestions: Book 2, page 22; Book 3, pages 19, 20; Book 4, page 20. Crayon and water color.

Make units of design from plant forms. Suggestions: Book 6, pages 86, 87; Book 4, pages 89, 90; Book 1, page 58.

Design borders from plant forms. Suggestions: Book 6, pages 73, 87; Book 1, page 58. Blotter or book marker.

December

Construction and applied design—Blotter-pads.

January

Draw with pencil or crayon objects in different positions. In outline. Suggestions: Book 5, pages 53, 54, 55, 57.

Draw with pencil or crayon groups of objects. In outline. Suggestions: Book 5, pages 49, 56; Book 6, page 46.

Object-drawing—Crayon mass. Suggestions: Book 4, pages 50, 55, 56, 59, 60; Book 5, page 44; Book 6, pages 43, 48.

February

Draw winter trees. Suggestions: Book 1, page 11; Book 2, page 7; Book 4, page 6; Book 5, page 26.

Winter landscape—Brush or crayon. Use as a background for illustrative work. Suggestions: Book 1, page 11; Book 2, pages 11, 27; Book 3, page 9; Book 4, pages 8, 9, 10.

Pose drawing.

March

Lettering. Suggestions: Book 4, pages 74, 75. Signs.

April, May, June

Twigs and flowers. Crayons, water-colors. Suggestions: Book 1, pages 22, 23, 25; Book 2, pages 15, 23; Book 3, pages 22, 23, 24, 25. Book 4, pages 21, 52; Book 6, pages 17, 20, 21; Book 7, pages 19, 27.

Make a circular pen-wiper.

PHYSICAL TRAINING

B Assignment

Lesson I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

A Assignment

Lesson X to XVIII inclusive.

NOTE—Whenever possible conduct all gymnastics in halls, assembly room or playground. If playground is used, about half time should be given to games. Here it is essential to take only the corrective exercises which are on the front of the card. When the work must be taken in the class room, one or two lessons a week should be spent on games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

FIFTH GRADE

READING

B Assignment

Text-Book: Progressive Fourth Reader.

Part II. Lessons I to XIX inclusive.

These lessons should be studied for their subject matter, their words, their authors, their beautiful expressions, in short, as thoroughly as the minds of pupils can study them. The reading should be expressive of the thought and feeling contained in the selection.

Teach the children the proper use of the voice—how to expel the air column to produce a pure, strong tone without tiring the muscles of the throat.

In addition to the regular reading lesson attention should be given to the Principles of Reading found as introductory matter, pages 5 to 11. In this connection we wish to emphasize the importance of persistent drill under helpful criticism. Children should read good selections many times, but each time better than the preceding. This gives the advantage of drill in good English, which is stored up as an automatic power in the speech organs.

A Assignment

Text-Book: Progressive Fourth Reader.

Part II. Lessons XX to XL inclusive.

These lessons should be studied for their subject matter, their words, their authors, their beautiful expressions, in short, as thoroughly as the minds of pupils can study them. The reading should be expressive of the thought and feeling contained in the selection.

Teach the children the proper use of the voice—how to expel the air column to produce a pure, strong tone without tiring the muscles of the throat.

In addition to the regular reading lesson attention should be given to the Principles of Reading found as introductory matter, pages 5 to 11. In this connection we wish to emphasize the importance of persistent drill under helpful criticism. Children should read good selections many times, but each time better than the preceding. This gives the advantage of drill in good English, which is stored up as an automatic power in the speech organs.

SUPPLEMENTARY READING

Supplementary Reading has a slightly different point of view from the work in the regular reader. The drill feature should be almost wholly eliminated. Children should read for the joy of it. They should be helped through hard places by the teacher with as little interruption in the thought as possible.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables.

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

LANGUAGE AND COMPOSITION

B Assignment

Habits of correct speech must be formed by daily practice and exercises for the correction of common errors should be given daily.

Oral practice upon the correct forms of verbs commonly used, as "I see it now," "I saw it yesterday," "I have seen it many times." Oral practice upon the correct forms of pronouns commonly used, as, "It is I," "Is it she?" "Is it he?"

Use of capitals, the period, the interrogation point, the comma (to separate the word, "Yes" or "No," from the statement which follows it; to separate words used in a series; to separate the name of the person addressed from the rest of the sentence; to separate a word from the word which it explains); the apostrophe and quotation marks.

Common abbreviations, Rev., M. D., Col., Capt., Gen., Co. Practice in use of correct forms of verbs, see, do, write, sit, run, eat, know, teach, throw, draw, fly.

Plurals—man, woman, child, berry, lily, loaf, shelf.

Possessives, singular and plural—man, child, woman, girl, boy, dove, fly, bee.

Dictation exercises.

COMPOSITION

Oral and written composition based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds.

Winter—Snow, ice, clouds, birds, trees.

Spring—Trees, leaves, flowers.

2 PERSONAL EXPERIENCES

3 STORIES READ OR TOLD

Letter Writing

Simple, friendly letters.

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Courage, truth, unselfishness, duty to parents.

Memorizing of Poems and Selections from Poems

Poems or selections from poems of literary beauty and high moral tone should be taught as an important part of the work in language.

Poems descriptive of the season will add interest to the study.

LANGUAGE AND COMPOSITION

A Assignment

Use of capitals, period, interrogation point, the comma (to separate an unbroken direct quotation from the preceding words in a sentence, to separate an unbroken direct quotation from words following it in the sentence, to separate the parts of a broken quotation from words not quoted), the apostrophe and quotation marks.

Common abbreviations, Gov., Esq., Hon., Supt., Pres.

Plurals—country, lady, cherry, leaf, wolf, half, mouse, sheep.

Possessives, singular and plural.

Practice in use of correct forms of verbs—rise, buy, lay, take, shine, bring, blow, grow, burst, lie (to recline), give, begin, come, sing.

Dictation exercises.

COMPOSITION

Oral and written composition based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds.

Winter—Snow, ice, clouds, birds, trees.

Spring—Trees, leaves, flowers.

2 PERSONAL EXPERIENCE

3 STORIES READ OR TOLD

Letter Writing

Simple, friendly letters.

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Respect for the aged, care of public property, patriotism.

Memorizing of poems and selections from poems.

GERMAN

Lessons marked * are not to be taken by weak classes.

B Assignment

Reading—Nix's Erstes Deutsches Schulbuch, lessons 52, 53, 54, 55, 56, 61, 62, 63, 64, 65, 73, 74, 126*, 127, 128, 132, 133, 134, 135, 144*, 145, 146, 147, 155, 160*. Memorize 147.

Drittes Lesebuch, Eclectic Series, lessons 1, 30*, 50, 56, 32*, 9, 10, 6. Memorize 1.

Conversation—Talk about objects in the school-room, the school-building, and the yard or garden surrounding it. Teacher and pupil. Correct use of personal pronouns. A room in the city; in the country. Kitchen and kitchen utensils. The home of the child; the family—father, mother, grandparents, brothers and sisters, relatives, friends, acquaintances, servants. (Walther's Pictures, Part One, plates I to VI.)

Language and Grammar—Strong declension of nouns of first and second classes with the definite article and pronominal words declined like it. Application of cases in sentences. Conjugation of haben and sein.

Translation—Oral and written. Chiefly in connection with reading. Apply grammatical forms learned. Supplementary book, Ahn-Henn, Part II.

Composition—Oral and written. Easy sentences about topics of conversation.

A Assignment

Reading—Nix's Erstes Deutsches Schulbuch, lessons 57, 58, 59, 60, 66, 67, 68, 69, 70, 71, 72, 129, 130, 136, 137, 138, 139,

140, 141*, 142, 143, 148*, 149*, 150*, 151*, 157*, 161*, 166.

Drittes Lesebuch, Eclectic Series, lessons 12, 28, 39, 7*, 24, 33, 27*, 20. Memorize 30, 33.

Conversation—The child's home continued—living-room, bed-room, parlor, kitchen, cellar—use of these apartments. The yard, the barn, the stable. The garden in spring; in autumn. Garden implements. Life in the city, in the country. (Walther's Pictures, Part One, plates VII to XI.)

Language and Grammar—Strong declension of nouns of the third class. Conjugation of weak verbs, indicative active. The simple sentence: subject and predicate. Normal and inverted order of words in simple sentences.

Translation—See first term.

Composition—See first term.

WRITING

Blackboard writing.

Regular movement drills.

Carefully conducted speed tests.

Spencer's Practical Writing Book No. 5.

ARITHMETIC

B Assignment

I.

1. Review fundamental processes.
2. Missing terms reviewed.
3. Teach use of signs.
4. Teach definitions of terms in fundamental processes.
5. Give at least one written abstract problem daily.
6. Mental—Daily oral drill in abstract work, with such concrete problems as apply to topics being taught.
7. Notation and Numeration through millions.
8. Odd and even numbers.

II.

1. Use topical method entirely in introducing new subjects.
2. Teach denominate number tables.
3. Teach reduction of denominate numbers, ascending and descending, and their applications.
4. Thorough drill in tables:
 1. U. S. money.
 2. Liquid Measure.
 3. Dry Measure.
 4. Avoirdupois Weight.

5. Linear Measure.
6. Square Measure.
7. Time.
5. Addition, subtraction and multiplication of denominative numbers.
6. Form study: Parallelogram, square, rectangle and triangle.

III

Teach factoring. Prime number.

Composite number.

Greatest Common Divisor.

Least Common Multiple.

A Assignment

Common Fractions.

1. Teach definitions of integer, fraction, terms of fractions, kinds, mixed number.
2. Reduction to lower or higher terms, to whole or mixed numbers, to improper fractions.
3. Teach addition and subtraction of fractions having same denominators.
4. Teach changing to Common Denominator.
5. Addition and subtraction of fractions having different denominators.
6. Add and subtract mixed numbers.
7. Thorough drill in abstract addition, subtraction, multiplication and division of common fractions.
8. All fractional work taught by use of diagrams.
9. Pupils are to be able to picture fractional examples.
10. Fractions applied in simple concrete examples.

Notes:

Correlate topics in assignment with Pages 1-87 in Myer's Arithmetic—Book II.

Freedom is given in the use of problems throughout the book, that are applicable to Fifth Grade assignment.

HISTORY

B Assignment

Egglesston's First Book in American History

General Note: This book is so simple and brief that its use during the fifth and sixth years makes possible much collateral reading along lines suggested by the text. Follow in your reading the plan of the text book which is essentially biographical. The history of the world gathers around its great names.

Text: pp 1-54. In addition to the thorough mastery of the brief text and its broadening by talks and readings from other sources, devote about one-fourth of the time to the study of our municipal affairs. Discuss the duties of the Mayor and Council. In some detail study the work of the Department of Public Safety. For aid in this work in Municipal Civics, see Good Citizenship, pp. 1-76.

A Assignment

Text Book: pp. 54-109.

About one-fourth of the History time should be given to a study of our home government. Take up in some detail the work of our Department of Public Service, Street-cleaning, Garbage, Health and Sanitation.

For help in this work see Good Citizenship, pp. 77-189.

GEOGRAPHY

B Assignment

Natural Elementary Geography. Lessons: 38, 39, 40. Correlation and Comparisons, 41, 42, 43, 44, 45, 46, *47, *48, Correlations and Comparisons, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58.

A Assignment

Lessons: 59, 60, 61, 62, Correlations and Comparisons, 63, 64, 65, 66, 67, 68, 69, 70, *71, *72, Correlations and Comparisons, 73, 74, 75, 76, *77, *78, *79, *80, *81, *82, *Correlations and Comparisons, *83, *84, *Lessons are optional.

MUSIC

Classes consisting of one division, will take the regular assignment for such division.

B and A division classes will take B assignment.

When the A division of one grade and the B division of the next grade above are in one class, take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the B Assignment of the upper grade.

Do not confine the teaching of part songs to the melody only. All the parts of a part song should be taught to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison. Memorize "America," "God Guard Columbia," "Columbia, the Gem of the Ocean," "The Star Spangled Banner," verses 1-4.

Commence each outline on the first of the month. Pitch pipes must be used in giving key for all songs and exercises. Put special emphasis on tests in SIGHT READING, and give drill in key signatures and two-voice work.

B Assignment
MELODIC THIRD READER

Reference, Manual, "Music in the Grades."

First Month

Special attention to pitch names, key signatures, and sight reading in the nine common keys with the view to strengthening classes for the year's work.

Second Month

Divided Beat, page 14 exercise 2

page 15 exercise, Melody in Sight Reading
page 27 exercise 21
page 91 exercise 112

Songs, pages 4-6-15-30.

Dotted Note, page 14 exercise 3

page 35 exercises 33-34
page 39 exercise, Mozart

Third Month

Chromatic, page 19 exercises 11-12

page 29 exercise 22
page 30 exercises 39 thro. 40
page 52 exercise 52.

Songs, pages 12-18.

Harmonic Minor Scale, page 22 exercises 15-16-17

page 31 exercises 26-27-28
page 59 exercises 61-62-63
page 66 exercise 77.

Song, page 31.

Fourth Month

Two Voice, page 33 exercise 31

page 37 exercise 37
page 53 exercise 54

Songs, pages 23-63.

Triplet, page 53 exercises 57-58

page 69 exercise 80.

Teach at least one song a month.

Fifth Month

Divided Beat, page 14 exercise 2

page 17 exercise 8
page 27 exercise 21
page 91 exercise 112.

Songs, pages 78-62-57.

Dotted Notes, page 14 exercise 3
page 35 exercises 33-34
page 47 exercise 47.

Song, page 47.

A Assignment

First Month

Chromatics, page 19 exercise 13
page 29 exercise 23
page 64 exercise 73
page 52 exercise 52.

Songs, pages 73-50.

Harmonic Minor Scale, page 22 exercise 18
page 31 exercise 29
page 59 exercise 64.

Song, page 59.

Second Month

Two-Voice, page 23 exercise 19
page 32 Solfeggio
page 46 exercise 46
page 85 exercise 105.

Songs, pages 52-65-34.

Triplet, page 53 exercises 57-58
page 59 exercise 80.

Song, page 77.

Teach at least one song a month.

Third Month

Divided Beat, page 14 exercise 2
page 17 exercise 8
page 27 exercise 21
page 91 exercise 112.

Songs, pages 78-62-57.

Dotted Notes, page 14 exercise 3
page 35 exercises 33-34
page 47 exercise 47.

Song, page 47.

Fourth Month

Chromatics, page 19 exercise 13
page 29 exercise 23
page 64 exercise 73
page 52 exercise 52.

Songs, pages 73-50.

Harmonic Minor Scale, page 22 exercise 18
page 31 exercise 29
page 59 exercise 64.

Song, page 59.

Fifth Month

Two-Voice, page 23 exercise 19
page 32 Solfeggio
page 46 exercise 46
page 85 exercise 105.

Songs, pages 52-65-34.

Triplet, page 53 exercises 57-58
page 59 exercise 80.

Song, page 77.

Teach at least one song a month.

DRAWING AND APPLIED ART

September, October, November

Draw flowers, fruit, seed-pods. Crayon or brush. Suggestions: Book 5, pages 17, 22, 24, 25, 26; Book 6, pages 17, 18, 19, 20, 22, 23; Book 7, pages 19, 20, 22, 23.

Make units of design from plant forms. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116.

Make a cover for a quotation-book. Use a border as decoration.

December

Construct a blotter pad. Corner design.

January

Draw with crayon or pencil objects in different positions. In outline. Suggestions: Book 5, pages 53, 54, 55, 57.

Draw with crayon or pencil groups of objects. In outline. Suggestions: Book 5, pages 49, 56; Book 6, page 46. Outline drawings may be finished with brush and ink. Suggestions: Book 7, pages 48, 49.

Object drawing. Crayon mass. Suggestions: Book 4, page 50; Book 5, page 44; Book 6, pages 43, 48.

February

Object Drawing

March

Lettering. Suggestions: Book 5, pages 69, 70; Book 4, pages 74, 75. Make signs.

April, May, June

Draw birds. Suggestions: Book 6, page 38; Book 5, page 32.

Draw boats. Suggestions: Book 6, page 10; Book 5, page 9.

Draw trees, twigs, and flowers. Crayon or brush. Suggestions: Book 5, pages 17, 19, 21, 22, 26; Book 6, pages 17, 20, 21, 26, 86; Book 7, pages 19, 25, 27.

Make a simple poster having a group of objects, or any of the above subjects.

MANUAL TRAINING KNIFEWORK—BOYS

Equipment

Knife, square, rule, compass, awl and hammer.

Drawing

Working drawing and sketching in connection with the projects constructed.

Design

Applied in outline, surface decoration and staining.

B Assignment

Two Dimension Work

Envelope, garden label, calendar, pencil sharpener.

Supplementary lesson—Yarn Winder.

A Assignment

Construction Work

Boat, penrack, photograph stand, match box.

Supplementary lesson—Key Rack.

SEWING—GIRLS

B Assignment

Sewing Bag

Some study of textiles, warp and woof threads, selvedges.

The story of the flax.

Measurements: $\frac{3}{4}$ yd. $\frac{3}{4}$ in. $\frac{1}{4}$ in. $\frac{1}{2}$ in.

Stitches: Basting, overhanding, hemming, running, back, outline.

Printing: The initials of the pupil.

Suggestions for Christmas: Make a small bag of ribbon or silk.

A Assignment

Flannel Skirt

Measurements: Each pupil is measured by another pupil for length of skirt and band. Directions for cutting are to

be given the class, after which, each girl cuts her own skirt. New stitches: Gathering, catch stitch, feather stitch, button hole.

Flannel Skirt

The skirt should be finished by the middle of April.

Mending

Patches: Hem, overhand, catch stitch.

Darning.

PHYSICAL TRAINING

B Assignment

Lesson I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

A Assignment

Lesson X to XVIII inclusive.

NOTE—Whenever possible conduct all gymnastics in halls, assembly room or playground. If playground is used, about half time should be given to games. Here it is essential to take only the corrective exercises which are on the front of the card. When the work must be taken in the class room, one or two lessons a week should be spent on games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

SIXTH GRADE

READING

A Assignment

The assignment for the sixth grade has been planned with view to the season of the year. While it is hoped that the average school will be able to complete the assignment, teachers who find that, for any reason, their schools are unable to do so are at liberty to choose among the lessons assigned for a particular season.

The following general order should be observed:

Autumn and Winter—Pages 322, 60, 29, 54, 138*, 102, 295, 333*, 335, 39, 111, 112*, 23*, 118, 119, 126, 115, 25*, 283, 175, 17, 19, 36, 38.

Spring—Pages 330, 300, 303, 44, 225, 254*, 259, 40, 88, 94, 95, 293, 296, 97, 289, 336*, 339, 100, 318*, 319*, 15, 307, 103, 105, 107, 110, 90.

Starred lessons may be omitted in schools in which the pupils are somewhat backward in English, and therefore need more intensive study of fewer selections.

These lessons are the pupils' opportunity to add to their vocabulary.

Aim to have expressive reading. See that the pupils not only master the thought content, but express it. Encourage freedom in reading.

For the most part pupils should read standing before their classmates. The school should be audience for each reader, who should read in a natural and communicative tone of voice. The teacher should take part in each reading lesson, not merely as a questioner, but as a reader, setting an example of easy, well modulated and clearly enunciated reading.

Supplementary Reading

The reading known as supplementary differs from the text-book reading in that it is less intensive. Pupils should be allowed to read for the joy of it, to get the story and descriptions and instruction which the selection affords.

LANGUAGE AND COMPOSITION

B Assignment

Capitalization, punctuation, formation of plurals and possessives.

Subject, predicate, noun, pronoun, verb.

Daily exercise in writing from dictation.

Daily oral practice upon correct forms of verbs and pronouns commonly used.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds.

Winter—Snow, ice, clouds, birds, trees

Spring—Birds and their nests.

2 PERSONAL EXPERIENCE

3 STORIES READ OR TOLD

Letter Writing

Informal, friendly letters

Letters of courtesy

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Truth, obedience, duty to parents.

Memorizing of poems

Poems or selections from poems of literary beauty or high moral tone should be taught as an important part of the work in language. Poems descriptive of the season or bearing upon any subject discussed in the composition work will add interest to the study.

A Assignment

Capitalization, punctuation, formation of plurals and possessives.

Adjective, adverb, preposition, conjunction, interjection.

Daily oral practice upon correct forms of verbs and pronouns commonly used.

Daily exercise in writing from dictation.

COMPOSITION

Oral and written compositions based upon:

1 PERSONAL OBSERVATION

Fall—Changes in trees, dissemination of seeds, migration of birds

Winter—Snow, ice, clouds, birds, trees.

Spring—Birds and their nests.

2 PERSONAL EXPERIENCE

3 STORIES READ OR TOLD

Letter Writing**Business letters**

Practice in writing applications for positions, advertisements, answers to advertisements and mail orders.

Correctness of form, of spelling and punctuation must be insisted upon.

Conversation and Discussion

Faithfulness, loyalty, justice.

Memorizing of poems or selections from poems.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

GERMAN

Lessons marked * are not to be taken by weak classes.

B Assignment

Reading—Drittes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 14, 21*, 25, 37, 45, 46*, 52, 65, 66, 74, 77, 90. For rapid reading lessons 18, 60*, 80*, 82, 85, 107*, 113*. Lessons 52, 74, and 90 to be memorized.

Conversation—Compare life in the city with life in the country. The village, the surrounding fields, pastures, and forests. The fields in spring, summer, and autumn. Agricultural

implements. The city—life, streets, buildings, bridges, market-place. (Walther's Pictures, Part One, plates XII to XVIII, XXI, XXIII, XXIV.)

Discussion of reading matter.

Language and Grammar—Review of conjugation of auxiliary and weak verbs. Conjugation of werden. Weak and mixed declension of nouns with indefinite article and pronominal words declined like it. Comparison of adjectives, regular and irregular. Arrangement of objective and adverbial elements in the sentence.

Translation—Oral and written. Continued application of declensions and conjugations. Supplementary book for teachers, Ahn-Henn, Part Two.

Composition—Oral and written. Short stories and descriptions, topics to be taken from reading-lessons and conversation.

A Assignment

Reading—Drittes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 2, 11, 13, 15, 19, 23, 26, 34, 40, 44, 48*, 55, 62*, 67, 95, 110. For rapid reading, lessons 16*, 22*, 29, 57, 58*, 69, 93, 94. Lessons 11, 26, and 67 to be memorized.

Conversation—Life in the street, transportation of people, of goods. Erection of buildings; the water; ocean, lakes, rivers, brooks, springs. Life in and on the water. Railroads, mail-service. Forests—culture, use, inhabitants. (Walther's Pictures, Part One, plates XIX, XX, XXII, XXIII, XXIV, XXV, XXVI, XXVII, XXX.) Discussion of reading matter.

Language and Grammar—Weak, strong, and mixed declension of adjectives. Conjugation of strong verbs, indicative active. The teacher may follow sections 231-232 of Joynes-Meissner's German Grammar.

Translation—See first term.

Composition—See first term.

WRITING

Rapid forearm movement exercises.

Speed tests.

Uniformity in size, slant and spacing.

Spencer's Practical Writing Book No. 6.

ARITHMETIC**B Assignment**

NOTE—Mental and oral arithmetic should be given daily for about one-fourth of the recitation period, usually preceding the other work. Its aim should be fourfold:

a. To keep up a continuous review of essential processes in order to insure accuracy and facility.

b. To give exercises designed to control large numbers mentally.

c. To give sufficient drill upon principles which have been presented to the class, in order that pupils may have much practice and become skillful in their use.

d. To introduce new principles which are to be developed.

1. Review integers: notation, numeration, and the four fundamental processes, giving special attention to long division. Keep alive the names of the terms, and finding the missing term, also a correct understanding of the signs +, —, \times , \div ; and which take precedence. Dubbs' p. 42 and p. 43.

2. Review common fractions: reduction, addition, subtraction, multiplication, and division. Teach analysis. Dubbs' p. 47 to p. 89 inclusive. The simple examples to be taken the first term, and more difficult ones left for the fractional review of the A division.

3. Teach common fractions in their relation to denominate numbers. Dubbs' p. 121 to p. 124 inclusive.

4. Teach cubic measure. (Omit cu. in. to bu. until division of decimals be taught.) Myers p. 40 to p. 44 inclusive. Myers p. 163 to p. 165, inclusive.

5. Teach complex and compound fractions.

6. Reading and writing of decimals.

A Assignment

1. Decimals: addition, subtraction, multiplication, and division. Myers p. 87 to p. 94, p. 194 to p. 205.

2. Short method of multiplying and dividing by 10, 100, and 1000.

3. Much work in changing from common to decimal fraction, and from decimal to common fraction.

4. Teach fractional parts of 100. Dubbs' 94 and 98.

5. Continued review of common fractions. Dubbs' 47 and 89.

6. The more difficult problems.

7. Review denominate numbers, and strengthen the understanding of perimeter, area and volume.

7. Keep up a continuous review of work of the previous grades.

8. Method of pointing off in division of decimals, page 203, Myers, not mandatory. Teachers may use "line method" or subtraction of number of places in divisor from number of places in dividend.

HISTORY

B Assignment

U. S. History, Text Eggleston, pp. 109-153. Also story of Gutenberg and the invention of Printing; also invention of steam engine. Municipal Civics, Department of Public Service; Department of Health and Water Works.

A Assignment

U. S. History, Eggleston, pp. 153-200. Also story of invention of electric light, telephone and telescope. Municipal Civics, Mayor, Council, Treasurer and Auditor.

GEOGRAPHY

B Assignment

Natural Advanced Geography, pages 5-7, 23-25, 45-54. Omit climate, pages 55-57.

For collateral helps see Carpenter's North America, pages 9-45.

Special attention in proper relation to quarrying, ship-building and shipping, and the manufacture of cotton and woolen goods.

Make use of illustrative material from Educational Museum. Use outline maps provided for this purpose to locate important cities, countries, rivers, lakes, and mountains. So called place or local geography should receive the attention its importance demands.

Use globe to familiarize pupils with the relative location of the great land and water masses. Familiarize pupils with the conventional devices of map and globe makers to represent elevations and depressions and other forms of relief.

Continue in text book, pages 62 to Wisconsin, page 75. Ohio Supplement pages 1-7. Make use of map of Ohio, teaching location of principal cities and counties.

Omit detailed study of cities on page 7, second column.

Pay special attention in proper place to cotton growing (See Carpenter's North America, pages 109-143, making selections), tobacco growing (See Carpenter, pages 99-108), the sugar

industry (See Carpenter pages 143-150), corn and wheat raising (See Carpenter, pages 159-171).

Use lantern slides and illustrative material found in Educational Museum.

A Assignment

Text Book, page 75 to Central America page 99. (Make study of Central America and West Indies optional. For reading matter see Carpenter's North America, pages 327-352.)

Study in proper relation, lumbering, stock raising and meat packing, coal mining, iron manufacture, gold and silver mining, fruit growing, fishing and irrigation. See Carpenter's North America for helpful collateral reading on these topics.

Make much use of outline maps and globes in teaching pupils location of cities and natural relief forms.

Geographical excursions are encouraged. If possible study from nature the action of water upon land as shown in our varied lake front and shoreline, and in the numerous gullies worn in the plain upon which Cleveland is for the most part built by Doan Brook, Kingsbury Run and Walworth Run. Big Creek affords splendid subjects for field work for schools on the South Side.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

B and A divisions will take B assignment.

When the A division of one grade and the B division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the B assignment of the **upper grade**.

Do not confine the teaching of part songs to the melody only. All the parts of a part song should be taught to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison. Memorize "America," "God Guard Columbia," "Columbia, the Gem of the Ocean," "The Star Spangled Banner," verses 1 and 4.

The Signature of all major keys should be memorized— together with their relative minors. Commence each outline on the first of the month. Pitch pipe must be used in giving key for all songs and exercises.

B Assignment
MELODIC THIRD READER

First Month

Special attention to sight reading in the nine common keys with the view to strengthening classes for the year's work.

Reference, Manual, "Music in the Grades."

Second Month

Dotted Note, page 156 exercise 198

Songs, pages 105-162.

Chromatics, page 116 exercises 133 thro 136
page 130 exercises 148 thro 151
page 141 exercise, Carl Reinecke
page 149 exercises 185-186-187.

Songs, pages 102-106-108.

Third Month

Melodic Minor Scale, page 119 exercise 139
page 132 exercises 153-154-155
page 148 exercise 181.

Two Voice, page 133 exercise 160
page 143 exercise 173
page 152 exercise 195.

Song, page 174.

Fourth Month

Three Voice, page 113 exercises 125 thro. 128
page 127 exercise 147
page 133 exercise 161
page 143 exercise 172.

Song, page 115.

Teach at least one song a month.

Fifth Month

Dotted note, page 156 excercise 199.

Chromatics, page 116 Solfeggio
page 130 exercise 152
page 157 exercise 203
page 159 exercise 205.

Songs, pages 150-152-153.

A Assignment

First Month

Melodic Minor Scale, page 119 exercise 139
page 132 exercise 156
page 148 exercise 182.

Song, page 132.

Two Voice, page 122 exercise Solfeggio
 page 113 exercises 125 thro 128
 page 119 exercise 137.

Song, page 111.

Second Month

Three Voice, page 134 exercise 162
 page 143 exercise 174
 page 148 exercise 179
 page 155 exercise 197
 page 157 exercise 202.

Songs, pages 156, 118.

Teach at least one song a month.

Third Month

Three Voice, page 119 exercise 138
 page 139 exercise 167
 page 148 exercise 180.

Songs, pages 131-121.

Fourth Month

Three Voice, page 149 exercise 191
 page 150 exercise 193
 page 152 exercise 196.

Songs, pages 177-135.

Fifth Month

Three Voice, page 155 exercise 197
 page 168 exercise 206
 page 176 exercise 217.

Songs, pages 179-136.

Teach at least one song a month.

DRAWING AND APPLIED ART

September, October

Draw flowers, fruit and seed-pods. Pencil. Suggestions:
 Book 5, pages 17, 19, 20, 21, 22, 26; Book 6, pages 20, 22, 73, 86; Book 7, pages 22, 25, 27.

Make pencil units of design from plant forms. Make water color units of design. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116. Save.

November

Picture-study. Corot.

December

Make a Corot calendar or book cover. Use a surface covering as decoration.

January

Picture-study—Rousseau, Jacque.

Make a picture study booklet. Letter the cover.

February, March, April

Draw with pencil objects in different positions. In outline.

Suggestions: Book 5, pages 53, 54, 55, 57; Book 6, pages 43, 45, 46, 47, 52, 53, 54, 55, 56.

Outline drawings may be finished with brush and ink. Suggestions: Book 6, page 47; Book 7, page 48.

Draw with pencil groups of objects. In outline. Suggestions: Book 5, pages 49, 56; Book 6, page 46.

Mass drawing of objects. Pencil. First sketch lightly. Suggestions: Book 5, page 44; Book 6, pages 43, 48; Book 7, pages 45, 47.

May, June

Draw birds. Suggestions: Book 6, page 38; Book 5, page 32.

Draw boats. Suggestions: Book 6, page 10; Book 5, page 9.

Trees, twigs and flowers. Brush or pencil. Suggestions: Book 5, pages 17, 19, 21, 22, 26; Book 6, pages 6, 17, 20, 21, 26, 86; Book 7, pages 7, 9, 19, 25, 27.

**MANUAL TRAINING
KNIFEWORK—BOYS****Equipment**

Knife, square, rule, compass, awl, hammer and glass cutter.

Drawing

Working drawing and sketching in connection with the projects constructed.

Design

Applied in outline, surface decoration and staining.

B Assignment**Three Dimension Work**

Envelope, parcel carrier, cat stick, awl handle, cat.

Parallel and supplementary lessons are provided.

A Assignment**Construction Work**

Blue print frame, blue printing, stamp box, post card box.

Parallel and supplementary lessons are provided.

SEWING—GIRLS

The sewing in this grade is the making of the personal equipment for domestic science in the seventh grade. Some study of textiles should be continued.

B Assignment**Dish Cloth**

Measurements: 12 in., 1-4 in., 4 in.

French or Napery hem.

Stitches: Overhanding, back, outline.

Printing: First initial of the pupil and last name in full.

Dish Towel

The same as the dish cloth, excepting the measurement of 1 yard in place of 12 inches. Repetition of the same problem gives opportunity for more independent work on the part of the pupil, a better quality of work and increase in speed.

Cuffs

Measurements: Each pupil is measured by another pupil for length and width. Directions should be given to the entire class.

Stitches: Basting, running, back, half back, hemming, outline.

Printing: First initial and last name in full.

A Assignment**Cap**

There are no new stitches in the cap. The aim should be to improve the quality of the work and to increase the speed.

Apron

Measurements: Each pupil is measured by another pupil according to directions.

Stitches: Basting, running, back, hemming, gathering, over-handing, outline, button hole.

Printing: First initial of the pupil and last name in full.

Mending

Review of the different kinds of patches and darning.

PHYSICAL TRAINING**B Assignment**

Lesson I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

A Assignment

Lesson X to XVIII inclusive.

NOTE—Whenever possible conduct all gymnastics in halls, assembly room or playground. If playground is used, about half time should be given to games. Here it is essential to take only the corrective exercises which are on the front of the card.

When the work must be taken in the class room, one or two lessons should be spent on games.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

SEVENTH GRADE

READING A Assignment

For English and German pupils—Text Book

- I Study with pupils the "Suggestions on Vocal Training" found as introductory to Part I of the Progressive Fifth Reader. See that each pupil can give accurately the various elementary sounds, vocal, subvocal, and aspirate. Aim to cultivate throughout the year purity of tone and flexibility of voice. Teach pupils how to use the diaphragm in breathing, especially in expelling the air column in speaking, reading and singing.
- II Part I of our Fifth Reader contains 50 lessons, including introductory matter. Three forty-minute periods set apart in the time table for text-book reading would seem sufficient to enable a very good school to complete the whole of Part I within the year. The following lessons are indicated as the average requirement. They should be taken up in the order given: 6, 21, 23, 28, *34, *43, 8, 9, 22, 24, 29, *30, *46, *35, *11, *12, *20, 25.
- III Starred lessons may be omitted in schools in which the pupils are somewhat backward in English, thus needing more intensive study of fewer selections. On the other hand every lesson in Part I may be taken by schools which find themselves able to master them.
- IV These lessons are the pupils' opportunity to add to their vocabularies. Intensive study is to be made of this text-book work. Aim to have expressive reading. See that pupils not only master the thought content but that they express it. Encourage freedom in reading. For the most part pupils should read standing before their classmates. The school should be the audience for each reader, who should read in a natural and communicative tone of voice.
- V Memorize: Lessons 17, 25, 47. Other poems and fine prose for committing to memory will be sent from the office.

Make use of the helps and suggestions found after each lesson. Drill on the meanings, pronunciation of words.

The teacher should take part in each reading lesson, not

merely as a questioner, but as a reader, setting an example of easy, well modulated and clearly enunciated free reading.

By taking the minimum assignment in the Reader, sufficient time may be gained to enable the English and German pupils to read during this 120-minute-a-week period some interesting book of supplementary matter found in the different buildings. Teachers will select.

SUPPLEMENTARY READING

For English Pupils

The reading known as supplementary differs from the text-book reading in that it is less intensive. Pupils should be allowed to read for the joy of it—to get the story and descriptions and instruction which the piece affords.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

GRAMMAR

General Remarks

The effect of the study of technical grammar should be to quicken the general powers of expression and to improve the forms which such expression should take. This study should be pursued, therefore, from the standpoint of utility, rather than from that of scholarship.

An assignment of Work in Grammar must be liberally in-

terpreted. The space to be covered may be indicated with fair precision but the depth of the work must depend somewhat upon the pupils. In the character of the exercises given to pupils for analysis, great judgment must be exercised lest they be led far beyond their understandings.

Generally speaking, a pupil who is ready to leave the Seventh Grade should be able to recognize parts of speech and give the use of words in common sentences; to know the elements of which sentences are composed, such as phrases, clauses,—principal and subordinate; subject, predicate, complements and modifiers; the inflections of nouns, gender, number, case forms and most common uses or constructions of nouns; the analysis of common sentences, simple, complex and compound. The division of this work between the B and A classes of the Seventh Grade may be as follows:

B Assignment

Review Parts of Speech.

Use Chapter IV, Scott and Southworth's Grammar, as a basis for teaching pupils the nature of the sentence—the kinds of verbs, complements, phrases, essentials, etc., omitting clauses and appositives.

Teach principal parts of abide, be, bear, begin, bid, bind, bite, blow, break, bring, build, burn, burst, buy, catch, come, do, draw, drink, eat, fall, fly, forsake, forget, freeze, get, give, go, grow, hang, lay, lie and ride.

Make use of short sentences forming all tenses of indicative and potential modes, as John eats—ate—has eaten—had eaten—will eat—will have eaten, etc.

NOTE—Pupils may be profitably drilled upon such exercises because they are purely formal.

Use interrogative forms as well as declarative or assertive, and passive verb forms as well as active. Forms only, not reasons.

"Westminster Abbey" on page 71 may be studied as a review of Chapter IV, or in its stead may be used the poem on page 308. Chapter IV views the sentence from the standpoint of the elements out of which it is built up. Chapter V considers the taking apart of these elements and determining what each contributes to the entire thought.

Continue work in analysis and synthesis throughout the term, using sentences which require thought and yet are not impossible to young minds.

In Chapter VI, study Sections 175, 176, 177, 178, 179, 180,—191, 192, 193 on to 204 inclusive.

A Assignment

Study any matter omitted in Chapter IV.

Study Sections 181 and 182 in Chapter VI and continue the study of plurals, mastering the plural form of every word given in Sections 205 to 211 inclusive.

Learn all gender forms so far as given in Sections 212 to 219 inclusive. Study possessive case forms singular and plural. Continue the study of the uses of the noun to end of Chapter VI.

Confine parsing to the "briefer form" given in Section 248.

Pupils should be able to reproduce from memory the "Summary of the Noun" given on page 104.

Study quite thoroughly the exercises in analysis on pages 102, 103 and 105.

Study Pronouns up to Section 284.

Teach by use of short sentences the principal parts of the following verbs, forming all the tense forms of the Indicative and Potential modes. Vary the exercises by using active, passive and interrogative forms. This is purely drill work.

Ring, rise, run, speak, spring, stand, steal, strew, strike, strive, swear, swim, see, shake, shrink, sing, sink, sit, set, slay, smite, take, teach, tear, think, throw, thrust, wear, weave, wring, write.

Review verbs of preceding divisions.

Continue analysis of sentences, selecting from Grammar and Reader.

Use sentences that have thought worthy of study.

GERMAN

Lessons marked * are not to be taken by weak classes.

B Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 3*, 4, 10, 13, 14, 17, 21, 26, 28, 41, 42, 48*, 55. For rapid reading, lessons 22, 29*, 44*, 50. Lessons 13, 26, and 55 to be memorized.

Conversation—In connection with reading. Colloquial exercises No. 1 (first half), 2, 3, 4.

Language and Grammar—Review of declension of nouns with adjectives; choose words in common use from Collar-Eysenbach's Graded German Lessons, sections 367, 368, 369, 370. Prepositions governing the accusative case. Prepositions governing the dative case. Principal parts of strong verbs; choose

from Joynes-Meissner's German Grammar, sections 241-243, 246. Compound sentences with conjunctions und, oder, aber, allein, sondern, auch.

Translation—Oral and written. Material to be selected from reading and conversation. Application of grammatical forms. Supplementary book for teachers, Ahn-Henn, Part Two.

Compositon—Oral and written. At least one written exercise of 60 to 80 words every two weeks. Topics to be taken from reading matter. One letter.

A Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 7, 8, 15, 35, 37, 38*, 43, 45, 46, 54*, 58*, 60. For rapid reading, lessons 19*, 31*, 40, 56, 59. Lessons 43, 46, and 60 to be memorized.

Conversation—See first term. Colloquial Exercises I (last half), 5, 6, 7.

Language and Grammar—Review of declensions of nouns with adjectives; choose nouns in common use from sections 371, 372, 375, of Collar-Eysenbach's Graded German Lessons. Prepositions governing both dative and accusative. Principal parts of strong verbs to be taken from Joynes-Meissner's German Grammar, sections 247-249. Declension of personal pronouns.

Translation—See first term.

Composition—See first term.

WRITING

Movement exercises.

Speed tests.

Forearm movement in all written work.

Individuality.

Spencer's Practical Writing Book No. 7.

ARITHMETIC

B Assignment

Review common and decimal fractions for two weeks. Selections, Dubbs', pages 98 to 107.

Teach Percentage—(four cases).

Much drill in changing per cents to equivalents in common and decimal fractions, and the reverse.

Teach Profit and Loss.

Keep up a constant review of work taught by using Dubbs' Mental Arithmetic frequently, pages 163 to 177.

Omit page 177, Lesson 9. (Dubbs'.)

Select problems from Walsh's bearing on the subjects taught.

A Assignment

Teach Simple Interest—Case I. Walsh's, pages 250 to 253—Dubbs', pages 190 to 192.

Commission—Dubbs', page 179-180. (Omit examples involving re-investment of Net Proceeds.)

Trade Discount (Case I only). (Dubbs', page 182.)

Taxes—(Omit Poll Tax).

Insurance and Duties—(page 183 to 185, Dubbs').

Select problems from Walsh's bearing on subjects taught.

Suggestions:

Plan to average ten minutes for daily oral drill in abstract and concrete examples.

Teach principles involved by using all small numbers only in oral, concrete examples.

Keep up a systematic review of all work previously taught.

U. S. HISTORY

B Assignment

Mace's History, pp. 1-124 inclusive.

Questions and suggested collateral reading found in Appendix may be used as teacher directs.

A Assignment

Mace's History, pp. 125-197.

Make use of questions and suggested collateral reading at your own option.

GEOGRAPHY

B Assignment

Natural Advanced Geography.

South America, p. 103 to page 111, including Correlations and Comparisons.

Use outline maps provided for the purpose in order that pupils may fix general features and location of cities; great productive areas, and political divisions.

Cultivate the power of pupils to image the invisible and to see through the conventionalities of the map the lofty mountain ranges, the extended plateaus, the mighty rivers and the cities which are the centers of human life and commercial activity.

For good collateral reading, use Carpenter's S. A. Make detailed study of Uruguay, Paraguay, Bolivia and Ecuador optional.

Study Eurasia from page 113 to page 117. Constant use of wall map is encouraged.

Make special use of questions on page 113 as basis of study of physical features of this mighty land mass, and use remainder of pages as supplementary reading matter.

A Assignment

Study Europe from page 117 to last topic on page 121.

The Educational Museum will furnish excellent material in the way of pictures, illustrative of some of the most striking European features.

Use Carpenter's Europe consulting table of contents for helpful collateral reading.

Continue study of text from page 121 to 128 placing most emphasis upon Great Britain, German Empire, Switzerland, and Austria-Hungary. Other Countries are optional.

For helpful collateral reading, use Carpenter's Europe.

Educational Museum will furnish pictures of scenery in Switzerland and elsewhere.

MUSIC

Classes consisting of one division will take the regular assignment for such division.

B and A division classes will take B assignment.

When the A division of one grade and the B division of the next grade above are in one class take the work of the **lower grade**, excepting where a change of text book occurs, in which case, take the B assignment of the upper grade.

Do not confine the teaching of part songs to melody **only**. All the parts of a part song should be taught to convey the proper impression harmonically as well as melodically. Patriotic songs should be sung in unison. The signatures of all major keys should be memorized together with their relative minors.

All exercises and songs must be sung in the keys indicated. If there is no instrument in the room the teacher should use the pitch pipe. Teachers will please observe the outline carefully, commencing each assignment on the first day of each month. Memorize "America," "God Guard Columbia," "Columbia, the Gem of the Ocean," "Star Spangled Banner," verses 1 and 4.

B Assignment

First Month

Special attention to sight reading in the nine common keys, with the view to strengthening classes for the year's work.

MELODIC FOURTH READER

Reference, Manual, "Music in the Grades"
Second Month

Solfeggio, page 11.
Studies in Minor, page 33.
Three Voice, page 69 exercise 3.
Songs, pages 30-58-59.

Third Month

Solfeggio, page 26.
Chromatics, page 22.
Studies in Minor, page 53.
Three Voice, Study page 71.
Song, page 45.

Fourth Month

Solfeggio, page 64.
Chromatics, page 31.
Studies in Minor, page 91.
Song, page 13.
Teach at least one song a month.

Fifth Month

Solfeggio, page 56.
Studies in Minor, page 33.
Three Voice, page 69 exercise 3.
Song, page 30.

A Assignment

First Month

Solfeggio, page 57.
Chromatics, page 43.
Study in Minor, page 53.
Three Voice, page 71.
Song, page 94.

Second Month

Solfeggio, page 67.
Chromatics, page 63.
Study in Minor, page 91.
Song, page 60.
Teach at least one song a month.

Third Month

Solfeggio, page 34.
Studies in Minor, page 33.
Three Voice, page 69 exercise 3.
Song, page 21.

Fourth Month

Solfeggio, page 77.
Chromatics, page 75.
Study in Minor, page 53.
Three Voice, page 71.
Song, page 85.

Fifth Month

Solfeggio, page 92.
Chromatics, page 99.
Study in Minor, page 91.
Continue the study of "How Lovely Are The Messengers."
Teach at least one song a month.

DRAWING AND APPLIED ART

September, October

Draw flowers, fruit, vegetables and seed-pods. Pencil.
Suggestions: Book 5, pages 17, 19, 20, 21, 22, 26; Book 6, pages 20, 22, 73, 86; Book 7, pages 22, 25, 27. Give the work both in outline and in mass.

Make pencil units of design from plant forms. Make water color units of design. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116.

Save.

November

Picture-study. Millet.

December

Make a Millet calendar or booklet cover. Use a surface covering as decoration.

January

Study of pictures—Daubigny, Troyon.

Make a picture-study booklet.

February

Make a mount for a quotation. Corner decoration.

March, April

Draw objects in different positions. Pencil. Suggestions: Book 6, pages 52, 53, 54, 55, 56; Book 7, pages 58, 59, 60, 61, 63.

Draw groups of objects. Pencil and crayon.

May, June

Draw buildings. Buildings and landscape. Suggestions: Book 7, pages 54, 55, 56, 57, 86, 96, 3, 4, 5.

MANUAL TRAINING BENCHWORK—BOYS

Drawing

Working drawing and sketching in connection with the projects constructed, involving the use of drawing board and instruments.

Design

Applied in form, surface decoration and color.

Study of Materials

Woods and various supplies used, their source, preparation and manufacture.

Projects

- 1 Two or three class projects, involving general principles, carefully constructed to given dimensions: Garden stake, cutting board, T square, game board, scouring board, flower pot stand, bracket, etc.
- 2 Rack problem: Project selected, designed, constructed and stained by the individual pupil: Fan rack, cup and saucer rack, pipe rack, tie rack, broom rack, dumb bell rack, whisk broom holder.
- 3 Picture frame: Study and selection of pictures, design and construction of frame, staining to harmonize with picture.
- 4 Box problem: Boxes for various uses, application of surface decoration in color.
- 5 Desk fittings: Ink stand, pen tray, blotter, stamp box, letter holder, candle-stick, etc. Design problem.
- 6 Various projects at the option of teachers and pupils.

HOUSEHOLD SCIENCE—GIRLS

Introductory: Study of equipment, practice in measurements. Formulation of rules for dish-washing. Study of the care of the kitchen should supplement each lesson. This includes the use of sink, refrigerator, towels, woodwork and metals.

Preparation of the various cuts of meat and of vegetables. Simple analysis of the potato, digestion of starch and its use in the body. Marketing.

Cereals, Christmas lessons, vegetables, flour mixtures, beverages. Experimental lessons in leavens. Practice in writing menus.

Continue the practice in writing menus, estimating the cost of meals. Eggs, boiled salad dressing, simple desserts. Preparation and serving of breakfast, luncheon and dinner.

PHYSICAL TRAINING
B Assignment

Lesson I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

A Assignment

Lesson X to XVIII inclusive.

NOTE—Whenever possible conduct all gymnastics in halls, assembly room or playground. If playground is used about half time should be given to games. Here it is essential to take only the corrective exercises which are on the front of the card.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

EIGHTH GRADE

READING

B Assignment

For English and German Pupils—Text-Book

- I Study as an introduction, Suggestions for Vocal Training under the heads, Inflection, Emphasis, Modulation and Figures of Speech as set forth in Part II of the Progressive Fifth Reader. Review the corresponding sections of Part I. These pages will themselves serve as good reading lessons for the opening week or two of school.
- II See that your pupils know how best to expel the column of air in order to produce a pure, rich, strong tone while the throat and upper chests are relaxed. This has not received enough attention.
- III The Progressive Fifth Reader contains in Part II forty-nine lessons. Three forty-minute periods per week, or its equivalent, for work in the intensive study of these basal lessons ought to enable the very good school to read them all within the year. We indicate the following as a requirement to be taken up in the order indicated: Lessons, 1, 2, 8, 20, *27, 36, *40, 5, 9, 11, 18, 21, 29, 37, *41, 42, 43, 6. Schools that find this assignment too heavy may omit the starred lessons. Schools capable of doing more may add all omitted lessons and lessons 34, 35, 45, 17, 16, 2, etc., in Part I.
- IV These lessons studied intensively furnish an opportunity for the increase of the vocabulary of your pupils. Encourage their sense of words and beautiful expressions.
- V Eighth Grade Pupils should learn in reading not to depend too much upon the book. Complete freedom with consequent power is secured only when the pupil can look squarely into the faces of his classmates and say expressively and impressively the thing the book has in it.
- VI By taking only the minimum requirement of above assigned work in text-book, time may be found in this 120 minutes per week to enable the English and German pupils to read together some of the interesting books of supplementary reading found in the different buildings. The teacher will select.

VII The teacher should take part in every reading lesson, not only as a questioner of the pupils and a critic of their performances, but as a participator in the actual reading. She should set a model of clear, thoughtful reading, not what is called dramatic, but forceful and free. This is a requirement that is essential to the best results.

A Assignment

For English and German Pupils—Text-Book

- I Study as an introduction, Suggestions for Vocal Training under the heads, Inflection, Emphasis, Modulation and Figures of Speech as set forth in Part II of the Progressive Fifth Reader. Review the corresponding sections of Part I. These pages will themselves serve as good reading lessons for the opening week or two of school.
- II See that your pupils know how best to expel the column of air in order to produce a pure, rich, strong tone while the throat and upper chests are relaxed. This has not received enough attention.
- III The Progressive Fifth Reader contains in Part II forty-nine lessons. Three forty-minute periods per week, or its equivalent, for work in the intensive study of these basal lessons ought to enable the very good school to read them all within the year. We indicate the following as a requirement to be taken up in the order indicated: Lessons 13, *17, *19, *30, 33, 44, 45, *14, *15, 23, 24, *38, 46, *4, 10, 22, *25, *34, *49. Schools that find this assignment too heavy may omit the starred lessons. Schools capable of doing more may add all omitted lessons and lessons 34, 35, 45, 17, 16, 2, etc., in Part I.
- IV These lessons studied intensively furnish an opportunity for the increase of the vocabulary of your pupils. Encourage their sense of words and beautiful expressions.
- V Eighth Grade Pupils should learn in reading not to depend too much upon the book. Complete freedom with consequent power is secured only when the pupil can look squarely into the faces of his classmates and say expressively and impressively the thing the book has in it.
- VI By taking only the minimum requirement of above assigned work in text-book, time may be found in this 120 minutes per week to enable the English and German pupils to read together some of the interesting books of supplementary

reading found in the different buildings. The teacher will select.

VII The teacher should take part in every reading lesson, not only as a questioner of the pupils and a critic of their performances, but as a participator in the actual reading. She should set a model of clear, thoughtful reading, not what is called dramatic, but forceful and free. This is a requirement that is essential to the best results.

SUPPLEMENTARY READING

English Pupils

The purpose of our Supplementary Reading is to furnish pupils an opportunity to become acquainted with selections as a whole.

The following pieces from Williams' Choice Literature are to be given during the fall term as introductory to the longer selections to be taken up later:

- Burns', For a' That and a' That
- Byron's, The Battle of Waterloo
- Cary's, An Order for a Picture
- Clemens' (Mark Twain), New England Weather
- *Dryden's, Alexander's Feast
- Dodge's (Gail Hamilton), Chickens
- Kellogg's, Spartacus to the Gladiators
- *Macaulay's, The Trial of Warren Hastings
- Macaulay's, Horatius at the Bridge
- Richter's, The Two Roads
- Tennyson's, Charge of the Light Brigade
- *Warner's, Back Log Studies.

The three forty-minute periods per week set apart in the time tables for supplementary reading are sufficient to enable a good school to master these selections thoroughly during the fall term. Schools able to do more may make selection of other numbers in the Choice Literature or elsewhere. Schools in which pupils have a more limited power in English may omit the starred lessons from the above list.

In as many schools as possible we desire that Dickens' Christmas Carol be read during December. In case there is not a set of these books in any given school, excellent use may be made of a single copy to be read by selected pupils and by the teacher herself. During the winter term, the Lady of the Lake should be read by all Eighth Grade pupils as supplementary reading. Much of this poem should be read by the teacher, es-

pecially in those schools in which the imaginations of the children have not yet been quickened. If more than this can be done, the teacher may select, out of the list of supplementary reading found in the building, some books of her own liking.

The work during the spring term is Julius Caesar. This is to be read by all Eighth Grade pupils, whether English or German.

By taking the least requirement in the assignment of work in Williams' Choice Literature, teachers may at their option secure enough time from that set apart for supplementary reading to enable them to read in addition some story from the list of reading found in all buildings.

SPELLING

Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling and meaning, are all to be made clear to pupils.

The teaching of a new word may be done by using it in a sentence; by definition or description; by giving a synonym or the antonym; by illustration with object, action or drawing; and by etymology.

Each lesson should have also from eight to twenty subordinate words taken from the text-book or composition exercises. Systematic review each Monday should be made of the prominent words taught in this and in the lower grades. Frequent supplementary dictation, word-building and phonic exercises should be given. Spell much orally. In oral spelling indicate syllables usually in one of these ways:

By slight pauses

By pronunciation of syllables

By repronunciation of syllables.

Teach a little daily, test thoughtfully, drill intensively, and follow up words misspelled persistently.

ENGLISH GRAMMAR

B Assignment

Complete Chapter VII of Scott & Southworth's Grammar. For additional work in proper forms of pronouns and their uses, see Grammar Leaflet, pp. 17-18 and 33-36.

Continue analysis of sentences and interpretation of poems throughout terms. Grammar Leaflet, pp. 49-51, also sentence 82 on page 91 of Leaflet and the poem Thanatopsis on page

64 are recommended for study. Do not analyze a poem in minute detail,—only far enough to make clear its meaning.

Study Chapter VIII of Grammar, omitting all classes of adjectives except Descriptive, Limiting, and Conjunctive.

Drill on prefixes, suffixes and stems of words found on pp. 356-363, using not to exceed first half of each list.

Study Chapter IX as far as Summary—page 175.

Teach Conjugation by the use of short sentences. Vary the subject and the verb, choosing the more common difficult irregular verbs. Much repetition of the conjugated forms of verbs serves to make their proper use automatic.

Continue analysis and interpretation. The "Forest Hymn," pages 68-70 is recommended for thought analysis.

In studying a poem, analyze it in the large. Preserve the poetic flavor and beauty.

A Assignment

Complete Scott & Southworth's Grammar from page 176 to page 233.

The Grammar Leaflet takes the place of such pages as 230-233 inclusive. These are excellent sentences and may be made use of. For poem study, The "Elegy," "Sir Launfal," "Little at First but Great at Last," "Autumn" and "Mercy," all found in Leaflet are recommended.

A poem should be studied for its thought and beauty, not for its illustrations of grammatical relations. These latter should be made use of only for the purpose of more fully understanding the hidden meaning of the poet. "Polonius' Advice to his Son," "Hamlet's Soliloquy," "Mercy," "Crossing the Bar," "Flower in the Crannied Wall." Sentence 35 on page 84, and sentence 40 on page 85, together with the Elegy and parts of Sir Launfal and Thanatopsis are excellent for memorizing. As a final survey of technical grammar we recommend the use of Chapter XV, Sections 546-555 inclusive.

We have here outlined the entire subject in such form as to make a clear and profitable review.

Drill on prefixes, suffixes and stems of words found on pp. 356-363, using the last half of each list.

GERMAN

Lessons marked * are not to be taken by weak classes.

B Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 62, 63, 77, 83, 99, 101,

108, 124*, 129*, 130. For rapid reading, lessons 87, 98, 119, 146*, 172*. Lessons 77, 83, and 99 to be memorized.

Conversation—In connection with reading. **Colloquial Exercises 1** (review) 8, 9, 10.

Language and Grammar—General review of declensions—nouns, pronouns, adjectives. Review of principal parts of strong verbs. Prepositions governing the genitive. Complete sentence, its construction and conjunctions. Transposed order of words.

Translation—Oral and written. Material to be taken from reading and conversation. Application of grammatical principles learned during the term. Supplementary book for teachers. Ahn-Henn, Part Three.

Composition—Oral and written. At least one written exercise every three weeks. Topics to be taken from reading matter, from pictures, from every day experience of pupil. One letter.

A Assignment

Reading—Höheres Viertes Lesebuch, Eclectic Series. For careful reading and discussion, lessons 72*, 79, 86, 89*, 93*, 103, 125, 128, 142, 157. For rapid reading lessons 67*, 104, 107, 144*, 168. Lessons 157 and 142 to be memorized.

Conversation—See first term. **Colloquial Exercises 11, 12, 13.**

Language and Grammar—Separable and inseparable verbs. The passive voice. Review of prepositions. Review of syntax. Subjunctive as used in indirect discourse, the third person only.

Translation—See first term.

Composition—See first term.

WRITING

Movement drills.

Arm movement in all written work.

Speed tests.

Business forms, notes, drafts, etc.

ARITHMETIC

B Assignment

Review the work of previous grades throughout the year to suit the needs of the class.

Suggestions: Walsh—Fractions, pp. 387, 388; Denominate Numbers, p. 389; Commercial Discount, pp. 390, 391; Interest, pp. 393, 394—take Articles 511, 513, only.

Dubbs—General Review, lesson 31, pp. 98-107.

Walsh—Ratio, pp. 310-313; Proportion, Simple, partitive and compound; Partnership (omitting the element of time), pp. 314-324; Review problems, pp. 325-328; Involution, pp. 328, 329; Evolution, pp. 330-333; Mensuration, Areas and Perimeters of the following plane figures—Square, rectangle, trapezoid, triangle, circle, pp. 334-336 and pp. 339-345.

Algebra—Algebraic equations; One Unknown Quantity to addition of Algebraic Quantities, pp. 415-430.

Dubbs', Section IV, Lesson 1 (entire), pp. 125-129; Lesson 2 (first 15 problems), pp. 129, 130; Lesson 3 (first 25 problems), pp. 133, 134. Section VII, Involution and Evolution, Lesson 1; Selections, pp. 203-207.

A Assignments

Walsh—Mensuration, Surface of Square and Rectangular Prisms and of Cylinders, pp. 346-348; Volume of square and rectangular prisms and of Cylinders, pp. 351; Omit all work on the Cone, Pyramid, and Sphere;; Review problems, pp. 365, 366; Omit Nos. 16, 18 and 19; Review problems, pp. 395-415.

Omit problems involving principles not taught. Algebra, Additional and Subtraction of Algebraic Quantities; Removing Parentheses, pp. 430-440.

Dubbs—Section IV, Lesson 5 (first 17 problems), pp. 138, 139; Lesson 6 (first 8 problems), pp. 140, 141; Lesson 7 (selections), pp. 142-145; Lesson 12 (selections) pp. 153-162. Section V, Lesson 9, pp. 177, 178.

U. S. HISTORY

B Assignment

Mace's History, pp. 198-339 inclusive. Paragraphs 313, 315, 317, 319, 320, 411, 424, and 425 are optional.

A Assignment

Mace's History, pp. 340-469 inclusive. Paragraphs 443, 444, 445, 446, 447, 448, 449; 450, 451, 452, 457, 464, 465, 469, 470, 471, 473, 476, 502, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 521, 524, 526, 527, 557, 558, 559, 560, 573, 574, 582, 583, 584, 585, 590, 591 are optional.

NOTE—The teacher will make use of the questions, and suggestions for collateral reading found in the appendix to the Mace History.

The questions will be found helpful to pupils in the preparation of the lesson.

In the recitation, teacher will use both topical, and question-and-answer methods. No one method should be persisted

in until it becomes formal and monotonous. Collateral reading should be encouraged. The text of our book, however, should be thoroughly mastered.

GEOGRAPHY

B Assignment

Natural Advanced Geography, pp. 12-25, review 5-7.

Pages 128-133. Give special emphasis to France, Italy and Russia. Other States optional.

Asia, pp. 135-139 through India.

Use questions on page 135 as basis for review of Physical Features.

Make Afghanistan, Baluchistan, Persia and Asiatic Turkey optional except to read carefully the descriptive part.

Make use of Educational Museum for pictures. Also for material illustrating rice growing and silk manufacture.

A Assignment

Asia continued, pp. 140-143. China, Japan, the Philippines. Make other parts optional or use as supplementary reading.

Study Egypt, Northern Africa, Cape Colony and Sahara, pp. 147-149. Place, Industrial, and Commercial Geography of U. S. and Canada.

Give rapid drill in place geography, limited to important physical features, boundaries and cities of the U. S. in particular and of more important countries of the world in general.

Review of U. S. with regard to physical features and climatic conditions, determining the corn belt, wheat belt, cotton belt, grazing, fruit growing, lumbering, mining, manufacturing and commercial centers. Use small outline maps to locate important places, etc. Review primary industrial processes: milling of cereals, meat packing, making of leather, making of cotton and woolen cloth and the making of iron and steel. Use of materials found in Educational Museum. Review relations and trade routes between different centers of production in the U. S. and trade routes, and relations between U. S. and the more important foreign countries.

MUSIC

All Divisions

Refer to Manual—"Music in the Grades." Review fundamentals. The whole matter of Key and Meter signatures should be reviewed daily in connection with the music lesson. In three and four parts songs the music is so arranged that alto voices may take the lower part with bass voices.

At least one new song should be taught each month, paying particular attention to songs with bass part. There being only seven exercises for the year, all should be taught in order of assignment. Commence each outline on the first of each month. Memorize "God Guard Columbia," "Columbia, the Gem of the Ocean," "America," and verses 1 and 4 of the "Star Spangled Banner."

Patriotic songs should be sung in unison, all other songs in parts.

September	page 100	Exercises 1 to 11, Song, p. 101.
October	" 100	Exercises 11 and 12, Songs, pp. 172, 122.
November	" 103	Exercises 1, Songs, pp. 218, 129.
December	" 103	Exercises 2 and 3, Song, p. 220.
January	" 107	Exercises 1, 2 and Solfeggio, Song, p. 200
February	" 109	Exercises 1, 2, Songs, pp. 140, 150.
March	" 121	Three-part Exercise, Song, p. 252.
April	" 151, 189.	
May	" 114, 152.	
June	" 100	Exercises 1 to 11, Song, p. 160.

DRAWING AND APPLIED ART

September, October

Draw flowers, fruit, seed-pods. Pencil. Suggestion: Book 5, pages 17, 19, 20, 21, 22, 26; Book 6, pages 20, 22, 73, 86; Book 7, pages 22, 25, 27.

Make pencil units of design from plant forms. Make water color units of design. Suggestions: Book 5, pages 86, 90; Book 6, pages 67, 73, 75, 85, 86, 87, 92; Book 7, pages 22, 99, 115, 116.

November, December

Make a sheet of water color units of design.

Make a post-card book, a booklet or a calendar.

January, February, March

Draw objects in different positions. Pencil. Suggestions: Book 6, pages 52, 53, 54, 55, 56; Book 7, pages 58, 59, 60, 61, 63.

Draw groups of objects. Pencil and crayon.

April, May, June

Draw buildings. Buildings and landscape. Suggestions: Book 7, pages 54, 55, 56, 57, 86, 96, 3, 4, 5.

Interior of buildings. Perspective. Decoration.

Study of noted buildings. Suggestions: Book 5, pages 58, 59, 62; Book 6, page 58; Book 7, pages 16, 62, 102, 103.

MANUAL TRAINING
BENCHWORK—BOYS

Drawing Design, Study of Materials. See seventh grade.
Projects

- 1 At least two class projects requiring careful work in three dimensions: Coat rack, towel rack, sleeve board, etc.
- 2 Book or magazine rack for table or wall. Design problem.
- 3 Design and construction of furniture, adapted to the needs and abilities of the pupils: Stools, tabourets, stands, tables, chairs, cabinets, cases, etc.

HOUSEHOLD SCIENCE—GIRLS

Preservation of food: Canning peaches, pears, tomatoes, jelly, sterilization.

Preparation of such combinations of food as could be used for a meal, cream soups.

Laundry work: Removal of stains, preparation of starch, washing and ironing.

Flour mixtures, simple desserts, infant feeding, invalid cookery, preparation and serving of breakfast.

Cooking in fat: Rice croquets, French friend potatoes.

Salads: Mayonnaise dressing, French dressing, a seasonable salad. Lunch Box.

Fish: Baked and boiled, with appropriate sauces.

Home sanitation: Plumbing, cleaning of traps, care of bathroom.

Home nursing: Making bed, care of sick room, simple treatment of cuts and burns.

Preparation and serving of luncheon and dinner.

Ice cream, sherbet.

PHYSICAL TRAINING

B Assignment

Lessons I to IX inclusive.

Beginning September 16th on Lesson I, devote two weeks to each lesson.

A Assignment

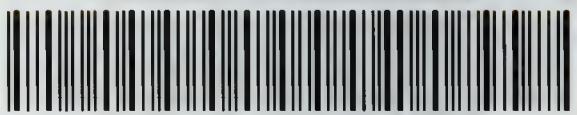
Lessons X to XVIII inclusive.

NOTE—Whenever possible conduct all gymnastics in halls, assembly room or playground. If playground is used, about half time should be given to games. Here it is essential to take only the corrective exercises which are on the front of the card.

PHYSIOLOGY AND HYGIENE

See special syllabus of physiology and hygiene.

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